



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

EMPLOYER: 2018-19



FEEDBACK ANALYSIS REPORT

INTRODUCTION

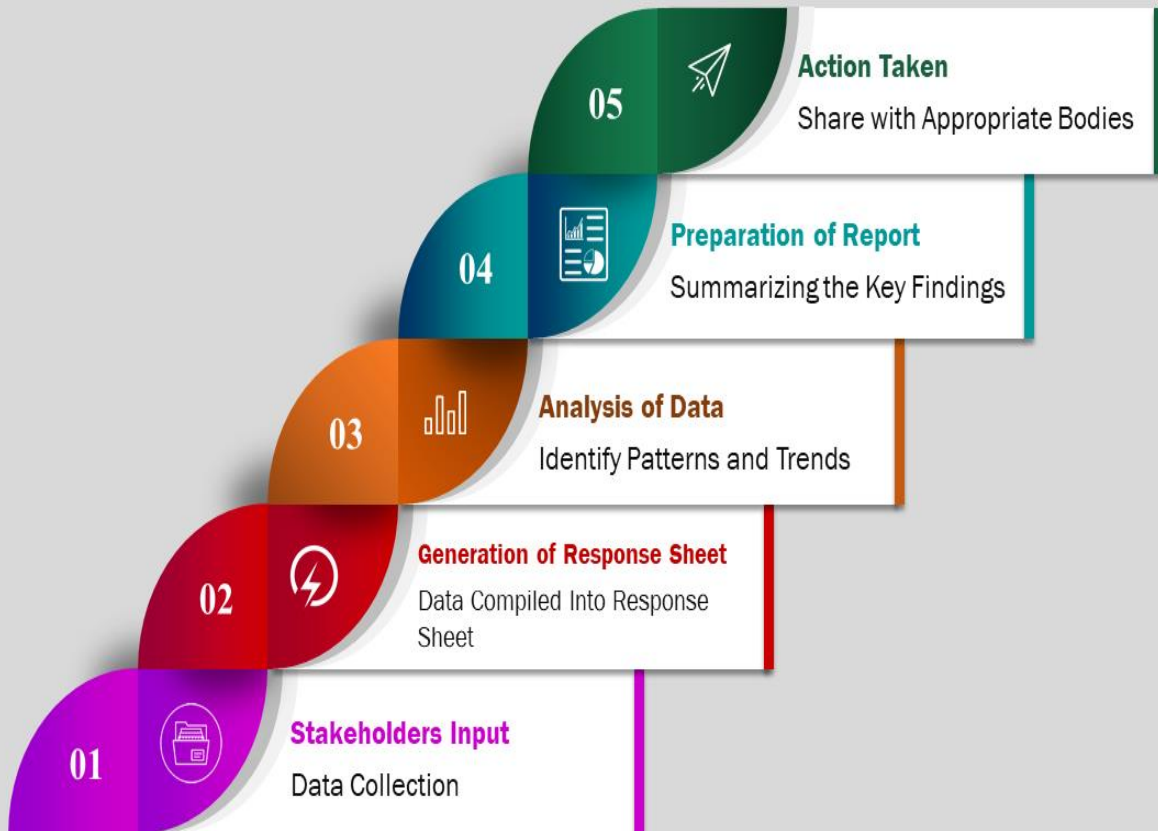
Feedback is the backbone of any institution. No institution can grow and make arrangements for the betterment of the institution without taking feedback from different stakeholders. Academic performance, ambience of the institution, curriculum and its transactions are the crucial factors of teaching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

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

PARENT FEEDBACK ANALYSIS AND REPORT

1. NUMBER OF RESPONSES RECEIVED

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

| SI No | Program Name | No. of Responses |
|--------------|--|------------------|
| 01 | PG Department of Commerce | 05 |
| 02 | PG Department of English | 05 |
| 03 | Department of Computer Application | 05 |
| 04 | Department of Business Administration | 05 |
| 05 | Department of Economics with Foreign Trade | 05 |
| 06 | Department of Social Work | 05 |
| 07 | Department of Mass Communication | 05 |
| 08 | Department of Physics | 05 |
| TOTAL | | 40 |

A total of 40 curriculum based (Department wise) questionnaires were filled by Teachers from various departments.

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

| SL NO | ATTRIBUTES | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|-------|---|---|-------|---------|----------|-------------------|-----------------|
| | | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| 1 | Curriculum relevant for employability | 22 | 12 | 4 | 3 | 3 | 40 |
| 2 | Curriculum effective in developing innovative thinking | 18 | 15 | 4 | 2 | 1 | 40 |
| 3 | Syllabus effective in developing skill oriented human resources and promotes leadership qualities | 19 | 15 | 4 | 1 | 1 | 40 |
| 4 | Current syllabus is need based | 20 | 12 | 3 | 3 | 2 | 40 |
| 5 | Effectiveness of curriculum for development of entrepreneurship | 18 | 16 | 4 | 1 | 1 | 40 |
| 6 | Courses relevant to the program | 18 | 14 | 6 | 1 | 1 | 40 |
| 7 | Rate of Proficiency of our students working with you is high | 18 | 14 | 6 | 1 | 1 | 40 |
| 8 | Sope of other courses that you suggest to be included in the curriculum | 20 | 14 | 4 | 1 | 1 | 40 |
| 9 | The curriculum ensures professional ethics and attitude | 20 | 14 | 4 | 2 | 0 | 40 |

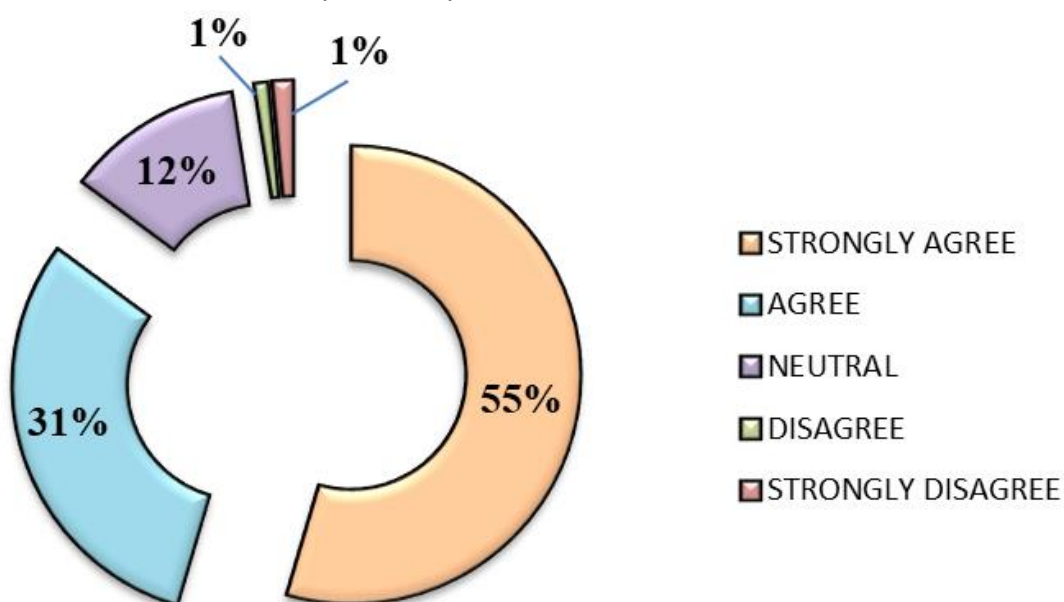
3. CONSOLIDATED ATTRIBUTE WISE (QUESTIONNAIRE) ANALYSIS REPORT

Attribute (Questionnaire)1: Curriculum relevant for employability

Tabular presentation of Attribute No:1

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|---------------------------------------|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| Curriculum relevant for employability | 22 | 12 | 4 | 3 | 3 | 40 |

Graphical Representation of Attribute No:1



Analysis Report:

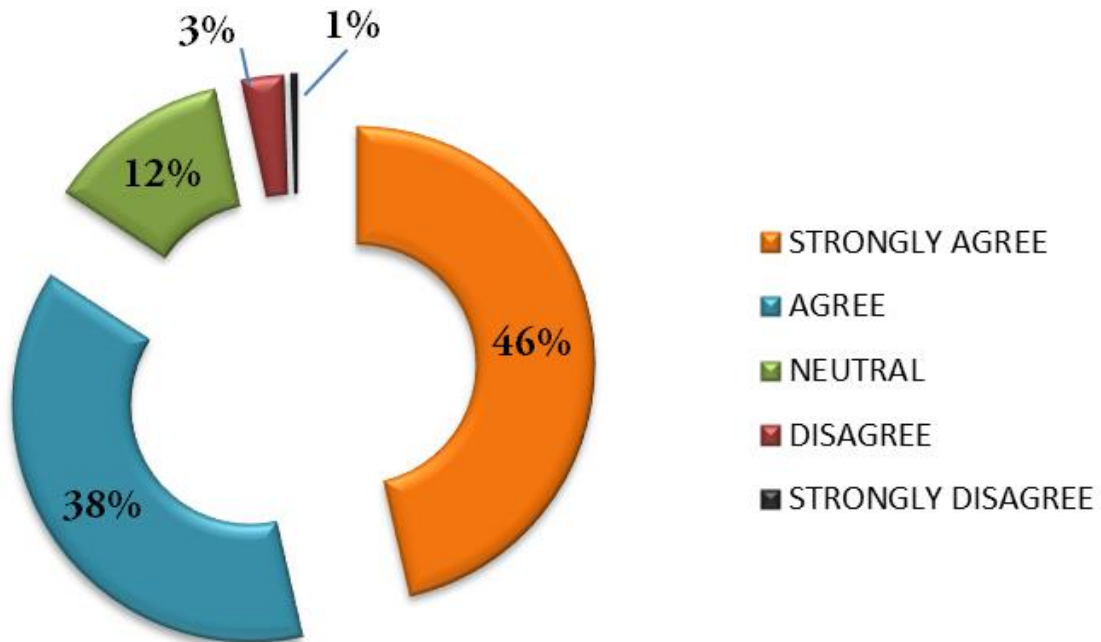
A pertinent syllabus plays a pivotal role in bridging academic learning with professional requirements, guaranteeing that acquired knowledge seamlessly translates to one's career. Evaluation of respondents' perspectives on the relevance of the curriculum to their professional endeavors indicates a favorable inclination. A significant 86% of respondents, with 55% expressing strong agreement and 31% indicating agreement, attest to the alignment of the syllabus with their career aspirations. Merely 2% show dissent. The prevailing sentiment among respondents is that the curriculum directly caters to their professional needs.

Attribute (Questionnaire)2: Curriculum effective in developing innovative thinking

Tabular presentation of Attribute No:2

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|--|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| Curriculum effective in developing innovative thinking | 18 | 15 | 4 | 2 | 1 | 40 |

Graphical Representation of Attribute No: 2



Analysis Report:

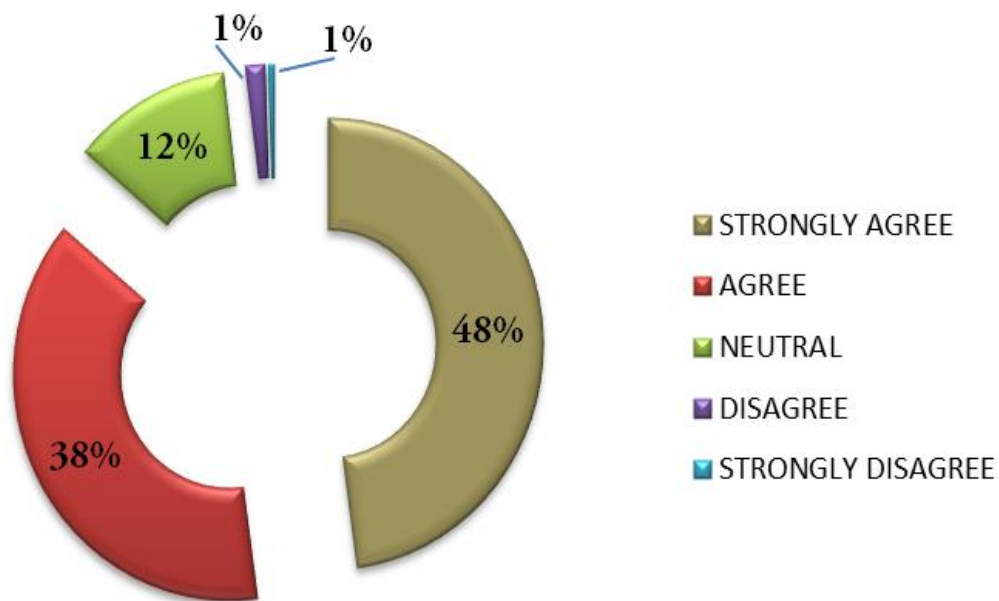
The effectiveness of the curriculum in fostering innovative thinking is evident from our survey results, with 84% of respondents indicating either strong agreement or agreement with this criterion. This high percentage underscores the perceived success of the syllabus in nurturing innovative skills among students. The 12% who remain neutral may indicate potential areas for enhancement, suggesting that there could be room to further strengthen the curriculum's capacity to promote innovative thinking. Conversely, a mere 4% express disagreement, suggesting that the majority of respondents recognize the curriculum's positive impact on cultivating innovation.

Attribute (Questionnaire) 3: Syllabus effective in developing skill oriented human resources and promotes leadership qualities

Tabular presentation of Attribute No:3

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|---|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| Syllabus effective in developing skill oriented human resources and promotes leadership qualities | 19 | 15 | 4 | 1 | 1 | 40 |

Graphical Representation of Attribute No:3



Analysis Report:

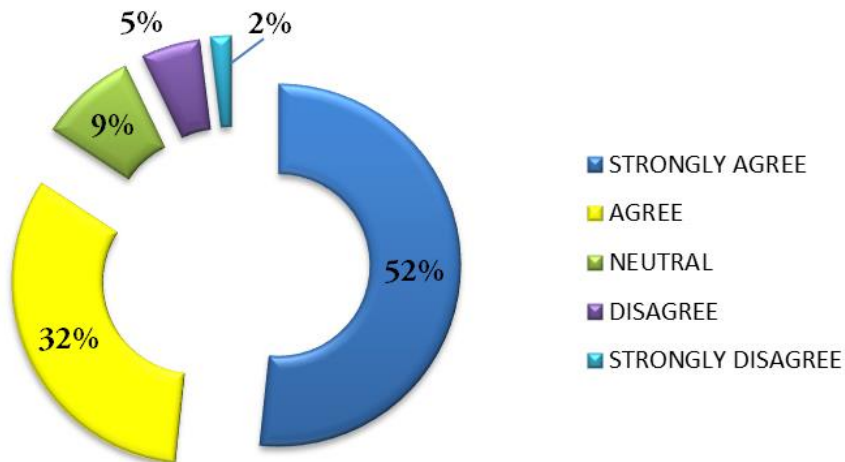
The impact of the syllabus on cultivating skill-oriented human resources and fostering leadership qualities is noteworthy. According to our survey, a significant 86% of students (comprising 48% strongly agreeing and 38% agreeing) perceive the syllabus as effective in these regards, indicating a high level of satisfaction. A minor proportion, 12%, remains neutral, while only 2% express disagreement. This widespread agreement among the majority of students underscores the effectiveness of the syllabus in developing skill-oriented human resources and promoting leadership qualities.

Attribute (Questionnaire)4: Current syllabus is need based How do you rate the industry-academic exposure of the institution

Tabular presentation of Attribute No:4

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|--------------------------------|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| Current syllabus is need based | 20 | 12 | 3 | 3 | 2 | 40 |

Graphical Representation of Attribute No:4



Analysis Report:

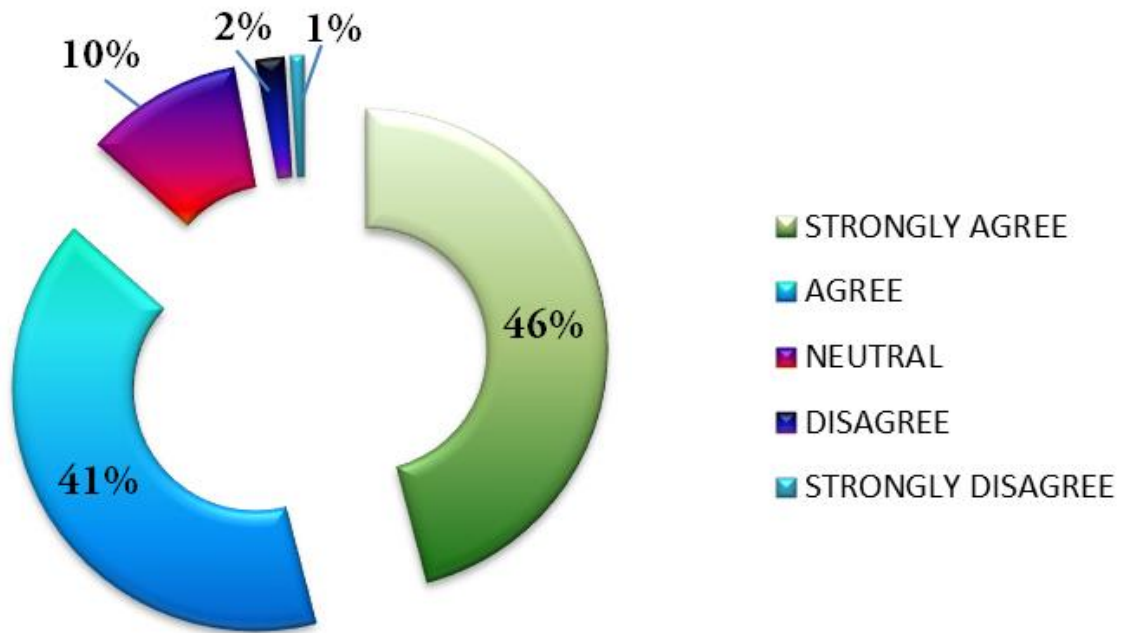
Evaluating the syllabus based on its alignment with students' needs is crucial for understanding its influence on their skills, understanding of concepts, knowledge, and critical thinking abilities. This assessment offers valuable insights into the curriculum's effectiveness. The survey reveals a favorable reception, with 84% of students indicating either strong agreement or agreement with the need-based learning approach embedded in the syllabus. However, the 9% neutral response suggests areas that require attention. Additionally, 7% of respondents express disagreement or strong disagreement, indicating the necessity for further examination to address any sources of dissatisfaction.

Attribute (Questionnaire)5: Effectiveness of curriculum for development of entrepreneurship

Tabular presentation of Attribute No:5

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|---|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| Effectiveness of curriculum for development of entrepreneurship | 18 | 16 | 4 | 1 | 1 | 40 |

Graphical Representation of Attribute No:5



Analysis Report:

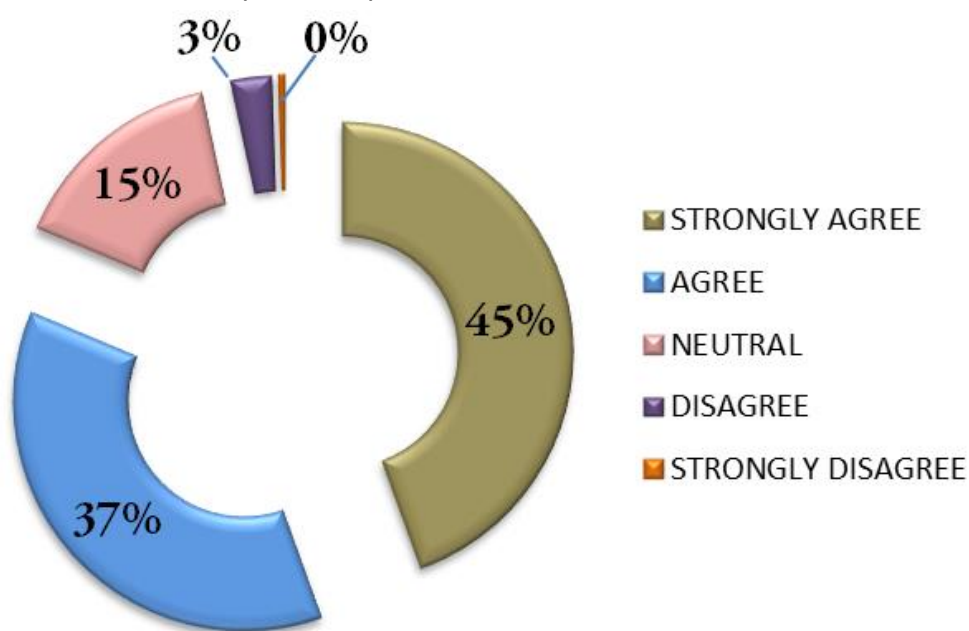
Assessing the Effectiveness of curriculum for development of entrepreneurship is vital for gauging its real-world applicability. This analysis sheds light on the extent to which the curriculum enhances hands-on skills, offering valuable insights for educational improvements. The findings reveal a strong alignment between the syllabus and practical competencies, with 87% of students expressing agreement. The 10% neutral response suggests a potential area for refinement, but the overall positive sentiment among respondents underscores The curriculum is directly tied with development of entrepreneurship.

Attribute (Questionnaire) 6: Courses relevant to the program

Tabular presentation of Attribute No:6

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|---------------------------------|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| Courses relevant to the program | 18 | 14 | 6 | 1 | 1 | 40 |

Graphical Representation of Attribute No:6



Analysis Report:

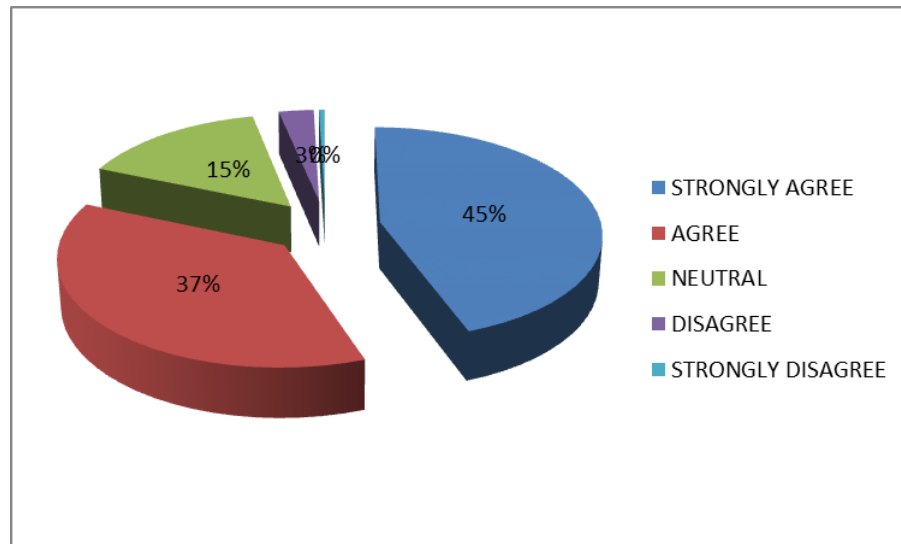
During the analysis of whether the courses are pertinent to the program, the survey findings depict an encouraging pattern. A substantial 82% of students express either strong agreement or agreement regarding the relevance of the courses to the program. Meanwhile, 15% remain neutral in their stance. Notably, a mere 3% of respondents express disagreement, with no instances of strong disagreement observed. These results suggest a prevailing sentiment among students that the courses offered are indeed aligned with the program's objectives.

Attribute (Questionnaire)7: Rate of Proficiency of our students working with you is high

Tabular presentation of Attribute No:7

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|--|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| Rate of Proficiency of our students working with you is high | 18 | 14 | 6 | 1 | 1 | 40 |

Graphical Representation of Attribute No:7



Analysis Report:

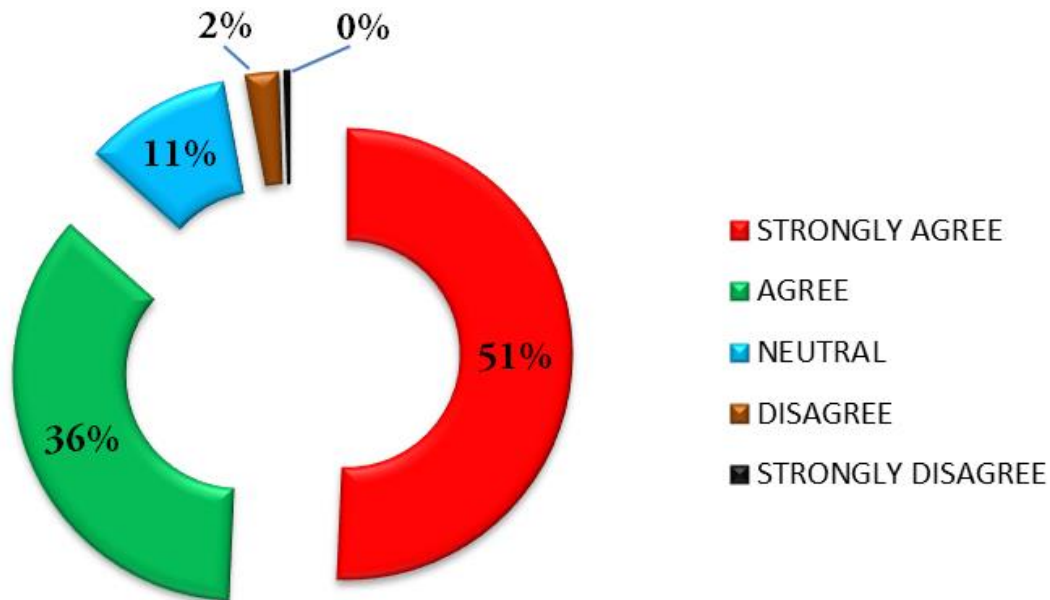
When assessing the proficiency level of our students in their work environments, the survey outcomes indicate a favorable trajectory. A notable 82% of students either strongly agree or agree with the notion that the proficiency of our students in their work settings is high. Meanwhile, 15% remain neutral on this statement. The absence of strong disagreement and the minimal 3% expressing disagreement collectively suggest that the proficiency level of our students in their work environments is indeed perceived as high.

Attribute (Questionnaire) 8: Scope of other courses that you suggest to be included in the curriculum

Tabular presentation of Attribute No: 8

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | |
|---|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | TOTAL RESPONSES |
| Sope of other courses that you suggest to be included in the curriculum | 20 | 14 | 4 | 1 | 1 | 40 |

Graphical Representation of Attribute No: 8



Analysis Report:

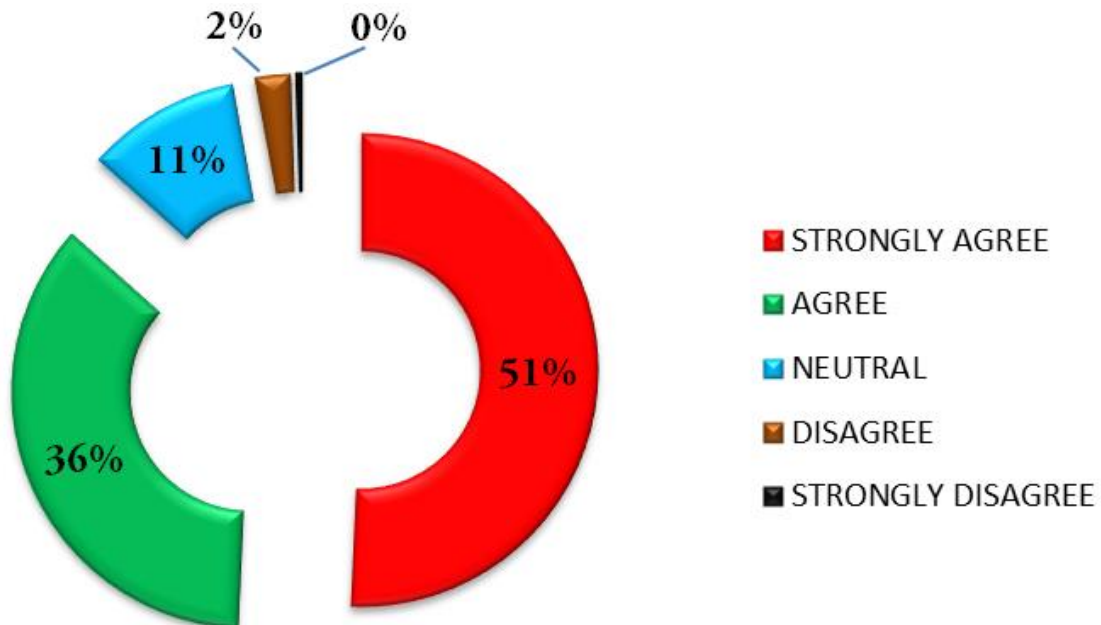
When examining the potential expansion of the curriculum to incorporate additional courses, the survey findings demonstrate a promising trend. A significant 87% of students express strong agreement or agreement with this proposal, with 11% expressing neutrality. Notably, the absence of strong dissent and a mere 2% expressing disagreement underscores the favorable reception towards integrating new courses into the curriculum.

Attribute (Questionnaire) 9: The curriculum ensures professional ethics and attitude

Tabular presentation of Attribute No: 9

| ATTRIBUTE | Response of Employer Sample size is 40 | | | | | TOTAL RESPONSES |
|---|---|-------|---------|----------|-------------------|-----------------|
| | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE | |
| The curriculum ensures professional ethics and attitude | 20 | 14 | 4 | 2 | 0 | 40 |

Graphical Representation of Attribute No:9



Analysis Report:

Upon assessing the curriculum's efficacy in instilling professional ethics and attitude, it is evident that a considerable 87% of students express strong agreement or agreement with its ability to do so. Additionally, 11% remain neutral on the matter, while a mere 2% express disagreement. These findings underscore the prevailing sentiment that the curriculum effectively fosters professional ethics and attitude among students.

Further, the following points were also conveyed by the students

1. Provide transportation services from Valanchery.
2. Conduct placement drive for final year students.
3. Requirement of college canteen and play ground.