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**NIRMALA**  
**ARTS & SCIENCE COLLEGE**  
**MULANTHURUTHY**  
Affiliated to MG University, Kottayam

# **FEEDBACK ANALYSIS REPORT**

## **2021-2022**



Prepared by,

**Feedback Committee**



### **Feedback Analysis Report 2021-2022**

The annual feedback collection process involves gathering input from various stakeholders, including Students, Parents, Teachers, Alumni, and Employers. This feedback is collected by the Feedback Committee and presented to the IQAC (Internal Quality Assurance Cell) in the form of a summary report, including relevant statistics. At the national level, quality assurance activities place a strong emphasis on feedback related to the curriculum, teaching methods, and evaluation processes.

Feedback collection can be carried out either manually or electronically. In this case, a Google Form-based questionnaire was distributed to students who have completed a particular curriculum, as well as other stakeholders, using online tools. The questionnaire allowed respondents to rate their agreement or disagreement on a five-point scale, ranging from "strongly disagree" to "strongly agree," with values ranging from 1 to 5, respectively.

To ensure a comprehensive analysis, the feedback responses are evaluated by the feedback committee. The feedback report serves as a valuable resource for the IQAC to identify areas for improvement. Based on this report, appropriate actions can be taken to enhance the quality of the entire academic process within the college. The feedback also forms the basis for preparing an action taken report, which outlines the measures implemented in response to the feedback.

The following sections of the Feedback Analysis Report Include;

1. Students' Feedback on Curriculum and Infrastructure
2. Teachers' Feedback on Curriculum and Infrastructure
3. Parents' Feedback on Curriculum and Infrastructure
4. Alumni Feedback on Curriculum and Infrastructure
5. Employer Feedback on Curriculum and Work Performance of Alumni



### 1. Students' Feedback on Curriculum and Infrastructure

The Student Feedback on Curriculum and infrastructure was collected and the detailed analysis of the collected feedback is depicted in the following tables. A Five-point measurement scale was used in the questionnaire.

#### Demographic profile of the respondents

Table 1.1

Demographics	Class	Number of Students	Percentage
<b>Gender</b>	Female	228	49.24
	Male	235	50.76
<b>Department</b>	Commerce	259	55.94
	English	36	7.78
	Management Studies	67	14.47
	Computer Applications	54	11.66
	Psychology	47	10.15
<b>Degree</b>	Under Graduate	444	95.90
	Post Graduate	19	4.10
<b>Year of Study</b>	First year	112	24.19
	Second year	159	34.34
	Third year	192	41.47

Source: Primary Data

#### Mean Score of 22 items of measures of student satisfaction

Table 1.2

Sl.No	Measure	Mean score
1	The potential of the syllabus to provide updated knowledge in the discipline	3.48
2	Effectiveness of curriculum in developing learners' multi-skills	3.47
3	Effectiveness of curriculum to gain employment	4.33
4	The coverage is given in the syllabus to themes on human values, gender, and professional ethics	3.74
5	Availability of Interdisciplinary courses in the syllabus	3.71
6	Sufficiency of study material prescribed in the syllabus	3.43
7	Teaching and learning methods proposed in the curriculum	3.42
8	Evaluation system prescribed in the curriculum	4.05
9	The capacity of the curriculum in creating interest to pursue higher studies	3.57
10	The ability of the curriculum to promote entrepreneurial skills	3.76
11	Rating the integration of ICT facilities in the institution into the delivery of course content.	3.41



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12	Rate the availability to material for prescribed readings and reference books in the library	3.33
13	Rate the accessibility to the latest e-books and e-journals in the library	3.74
14	Rate the availability of laboratory equipments	3.50
15	Rate the transportation facilities available in the institution	3.60
16	Rate the Canteen facilities in the institution	3.70
17	Rate the attitude of college towards extracurricular activities	3.89
18	Rate the availability of Internet facilities and accessibility of computers in college	3.36
19	Rate the basic amenities provided in the institution (drinking water, sufficient restrooms)	3.71
20	Rate the parking facilities available in the institution	3.95
21	Rate the facilities in girl's amenity centre (applicable for girls)	3.52
22	Rate the security measures installed in the institution premises	3.29
<b>Overall Mean Score</b>		<b>3.63</b>

Source: Primary Data

Based on the table, it is evident that the mean scores of the student's responses across all parameters are consistently above 3, with some even surpassing 4. This indicates that the students are generally satisfied with the curriculum aspects and the infrastructure facilities provided by the institution. Notably, the highest mean score recorded was 4.33, indicating a particularly high level of satisfaction with the effectiveness of the curriculum to gain employment.

Taking into account the overall mean score of 3.63, which is above average, the feedback team recommends further improvements on all aspects or parameters to enhance the overall rating to four. A rating of four denotes a satisfactory perception among the students. The team's suggestion to focus on enhancing various aspects indicates their dedication to continuously improving the educational experience and infrastructure for the students.



### 2. Teachers' Feedback on Curriculum and Infrastructure

The Teacher's Feedback on Curriculum and Infrastructure was collected using a Five-point measurement scale questionnaire, and further statistically processed for deliberations.

#### Mean Score of 22 items of measures

Table 2.1

Sl. No	Measure	Mean score
1	Potential of the syllabus to provide updated knowledge in the discipline	4.29
2	Effectiveness of curriculum in developing learners' multi-skills	3.20
3	Instructional hours prescribed by the curriculum to complete the course	3.54
4	Coverage given in the syllabus to themes on human values, gender, and professional ethics	4.87
5	Availability of Interdisciplinary courses in the syllabus	3.47
6	The outcome that the students have achieved from the course/ programme	3.53
7	Teaching and learning methods proposed in the curriculum	3.83
8	Evaluation system prescribed in the curriculum	3.98
9	The capacity of the curriculum in creating interest in students to pursue higher studies	4.17
10	The ability of curriculum to promote entrepreneurial skills among students	3.79
11	Availability of ICT facilities in the institution for the delivery of course content.	3.62
12	Availability of teaching capacity enhancement opportunities in the institution	4.31
13	Rate the availability to material for prescribed readings and reference books in the library	3.61
14	Rate the accessibility to the latest e-books and e-journals in the library	3.66
15	Rate the availability of laboratory equipments (if applicable)	4.27
16	Rate the transportation facilities available in the institution	3.41
17	Rate the Canteen facilities in the institution	4.06
18	Rate the attitude of college towards extracurricular activities	3.81
19	Rate the availability of Internet facilities and accessibility of computers in college	3.99
20	Rate the basic amenities provided in the institution (drinking water, sufficient restrooms)	4.67
21	Rate the parking facilities available in the institution	4.66
22	Rate the security measures installed in the institution's premises	3.54
	<b>Overall Score</b>	<b>3.92</b>

Source: Primary Data



The teachers' feedback reveals several key insights regarding the college's curriculum, teaching methods, resources, and facilities. The syllabus is praised for its potential to provide updated knowledge in the discipline, with a rating of 4.29. Additionally, the curriculum is considered effective in covering themes on human values, gender, and professional ethics, receiving a high rating of 4.87. However, there is room for improvement in developing learners' multi-skills, as it garners a rating of 3.20. The teachers find the instructional hours and evaluation system prescribed by the curriculum to be reasonable and well-regarded, with ratings of 3.54 and 3.98, respectively. In terms of resources and facilities, the availability of teaching capacity enhancement opportunities, laboratory equipment, and basic amenities such as drinking water and restrooms receive positive ratings. However, there are areas for improvement, such as the availability of interdisciplinary courses, transportation facilities, and security measures. Overall mean teachers' feedback is 3.92 which can be further increased by improvements in the areas where the mean score is low.

### 3. Parents' Feedback on Curriculum and Infrastructure

The Parents' Feedback on Curriculum and Infrastructure was collected using a Five-point measurement scale questionnaire, and further statistically processed for deliberations.

**Mean Score of 12 items of measures**

Table 3.1

Sl.No	Measure	Mean score
1	Admission procedure	4.57
2	Curriculum-related activities organised by the college	4.38
3	Availability of the text and reference books prescribed in the curriculum	3.90
4	Quality and relevance of the courses prescribed in the curriculum	4.09
5	Infrastructure and lab facilities for curriculum delivery	4.28
6	Library Facility	3.87
7	Student's counselling activities	4.22
8	Use of Information and communication technology in the curriculum delivery	3.50
9	Overall academic environment (Discipline, Teaching & other related activities)	3.74
10	Improvement in soft skills through curriculum delivery	4.00
11	Improvement in ethics and morality	3.79
12	Evaluation and Feedback mechanism (Transparency in evaluation)	4.19
	<b>Overall Score</b>	<b>4.04</b>

Source: Primary Data



Parents of the college have offered valuable feedback on various aspects of the institution. They highly commend the admission procedure, rating it at 4.57, indicating that it is well-organized and efficient. The curriculum-related activities organized by the college also receive high praise, with a rating of 4.38, suggesting that the institution actively engages students in extracurricular and co-curricular activities. While the availability of text and reference books prescribed in the curriculum receives a satisfactory rating of 3.90, parents appreciate the quality and relevance of the courses, rating it at 4.09. The infrastructure and lab facilities for curriculum delivery are highly regarded, earning a rating of 4.28, indicating that the college provides well-equipped resources to support practical learning. The library facility receives a moderate rating of 3.87, while student counselling activities receive a positive rating of 4.22, highlighting the college's support for students' well-being. The use of ICT in curriculum delivery is rated at 3.50, suggesting room for improvement. The overall academic environment, including discipline and teaching, receives a rating of 3.74, indicating a generally positive atmosphere. The improvement in soft skills through curriculum delivery is rated at 4.00, while improvement in ethics and morality earns a rating of 3.79. The evaluation and feedback mechanism, with its transparency, receives a high rating of 4.19.

#### 4. Alumni Feedback on Curriculum and Infrastructure

The Alumni Feedback on Curriculum and Infrastructure was collected using a Five-point measurement scale questionnaire, and further statistically processed for deliberations.

##### Mean Score of 10 items of measures

Table 4.1

Sl.No	Measure	Mean score
1	Rate the Effectiveness of curriculum in developing learners' multi-skills	3.76
2	Rate the Effectiveness of the curriculum to find a suitable job or profession	4.56
3	Rate the adequacy of syllabus content to bridge the gap between academia and industry	4.64
4	Rate the curriculum in relation to the standard or requirements of your present employment /profession	3.69
5	Rate the curriculum in terms of its ability to instil human values and ethics	3.40
6	Rate the Availability of Interdisciplinary courses in the syllabus	4.17
7	Rate the Teaching and learning methods proposed in the curriculum	3.41
8	Rate the Evaluation system prescribed in the curriculum	3.88
9	Rate the Capacity of the curriculum in creating interest to pursue higher studies	4.76
10	Rate the ability of the curriculum to promote entrepreneurial skills	3.57
	<b>Overall Score</b>	<b>3.98</b>

Source: Primary Data



Alumni of the college have shared valuable feedback on various aspects of the curriculum's effectiveness in developing learners' skills and preparing them for their future careers. The effectiveness of the curriculum in developing multi-skills receives a rating of 3.76, indicating a moderate level of satisfaction among alumni. They highly rate the curriculum's effectiveness in facilitating suitable job or profession placement, with a rating of 4.56, suggesting that it aligns well with employment requirements. Moreover, the adequacy of syllabus content in bridging the gap between academia and industry receives a high rating of 4.64, highlighting the curriculum's practical relevance. Alumni provide a rating of 3.69 when evaluating the curriculum's alignment with the requirements of their current employment or profession, indicating potential areas for improvement. The curriculum's ability to instill human values and ethics is rated at 3.40, suggesting a need for further emphasis on ethical development. Alumni highly appreciate the availability of interdisciplinary courses in the curriculum, giving them a rating of 4.17, highlighting the importance of interdisciplinary learning experiences. The teaching and learning methods proposed in the curriculum receive a rating of 3.41, suggesting potential areas for enhancement. The evaluation system is well-regarded, earning a rating of 3.88, indicating its effectiveness in assessing student performance. The curriculum's capacity to generate interest in pursuing higher studies receives a high rating of 4.76, emphasizing its role in motivating further education. However, the curriculum's ability to promote entrepreneurial skills receives a rating of 3.57, suggesting room for improvement in this area. Alumni provide feedback with an overall score of 3.98, providing valuable insights to enhance the curriculum and better equip future students for their career paths.

## **5. Employer Feedback on Curriculum and Work Performance of Alumni**

The Employer Feedback on Curriculum and Work Performance of Alumni was collected using a Five-point measurement scale questionnaire, and further statistically processed for deliberations.

Sl.No	Measure	Mean score
<b>Curriculum</b>		
1	Updation of the syllabus with courses relevant to the job market	3.79
2	Sufficiency of courses in the curriculum having practical application	4.50
3	Competency or outcomes of course contents while considering students' career	3.86
4	Appropriateness of specialisation streams in the curriculum	3.49
5	Effectiveness of curriculum to inculcate professional ethics and etiquette	4.42





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6	Role of the curriculum of the college in imparting soft skills among students	4.43
7	The focus of the curriculum is to develop students to work under pressure and work in a team	3.66
8	Scope of curriculum to impart entrepreneurial skills	3.86
9	Effectiveness of curriculum implementation at the college	3.73
10	The ability of the curriculum to provide leadership quality required in the job market	3.41
	<b>Overall Score</b>	<b>3.92</b>
<b>Employee Work Performance Measures</b>		
1	Comprehensive subject knowledge	3.47
2	Communication skills	3.86
3	Leadership qualities	3.54
4	Punctuality	4.49
5	Sincerity	4.23
6	Teamwork	4.22
7	Willingness to explore new ideas	4.19
8	Role in organizational development activities	3.65
9	Skill to solve workplace problems	3.50
10	Creativity	4.15
	<b>Overall Score</b>	<b>3.93</b>

Source: Primary Data

Employees have provided valuable feedback on various aspects of the college curriculum, focusing on its relevance, practicality, and effectiveness in preparing students for the job market. The updation of the syllabus with job market-relevant courses receives a rating of 3.79, indicating a moderate level of satisfaction. Employees highly appreciate the sufficiency of practical courses in the curriculum, with a rating of 4.50, recognizing their importance in real-world applications. The competency and career-oriented outcomes of course contents receive a rating of 3.86, suggesting the need for further alignment. The appropriateness of specialization streams in the curriculum is rated at 3.49, highlighting potential areas for improvement. The curriculum's effectiveness in instilling professional ethics and etiquette is highly regarded, earning a rating of 4.42. The role of the curriculum in imparting soft skills is valued, receiving a rating of 4.43, emphasizing its contribution to communication, teamwork, and problem-solving. The focus on working under pressure and in teams receives a rating of 3.66, indicating areas for further attention. The scope to develop entrepreneurial skills receives a rating of 3.86, suggesting room for improvement. The effectiveness of curriculum implementation receives a rating of 3.73, calling for continued enhancements. The ability to cultivate leadership qualities required in the job market earns a rating



of 3.41. Overall, employees provide feedback with an overall score of 3.92, emphasizing the importance of continuous curriculum improvements to better prepare students for their future careers.

Employers have provided feedback on various measures of employee work performance, highlighting their viewpoints on several important aspects. The comprehensive subject knowledge of employees receives a rating of 3.47, suggesting a moderate level of satisfaction in this area. Communication skills are highly valued, with a rating of 3.86, indicating the significance of effective communication in the workplace. Leadership qualities earn a rating of 3.54, suggesting potential areas for further development in this aspect. Punctuality is highly regarded, receiving a rating of 4.49, emphasizing the importance of employees' timely presence. Sincerity, with a rating of 4.23, is recognized as a valuable attribute in the workplace. Teamwork is also highly appreciated, earning a rating of 4.22, highlighting the importance of collaboration and cooperation among employees. The willingness to explore new ideas is rated at 4.19, indicating an openness to innovation and creativity. The role of employees in organizational development activities receives a rating of 3.65, suggesting potential areas for improvement in their involvement in such initiatives. The skill to solve workplace problems is rated at 3.50, indicating potential opportunities for enhancing problem-solving abilities. Creativity, with a rating of 4.15, is recognized as a valuable trait contributing to organizational success. Employees provide feedback with an overall score of 3.93, underscoring the importance of continuous improvement in employee work performance measures to foster a productive and successful work environment.

### **Suggestions and Recommendations Based on Analysis**

Overall, students provided positive responses to the statements in the questionnaire, particularly regarding the curriculum and the quality of teaching and learning. However, there are areas where improvements can be made based on some of the feedback received. One notable area for improvement is the incorporation of communication skills, particularly English communication, into the curriculum. The feedback suggests that there is a need to focus more on developing strong communication abilities.

Additionally, the alumni responses also highlight the need for further enhancement of the curriculum to better prepare students for higher education and career opportunities outside the state and even abroad. This indicates that there is room for improvement to ensure that graduates are well-equipped to pursue advanced education and succeed in diverse professional settings beyond the local region.