

STUDENTS FEEDBACK 2020-2021



ST. STEPHEN'S COLLEGE PATHANAPURAM



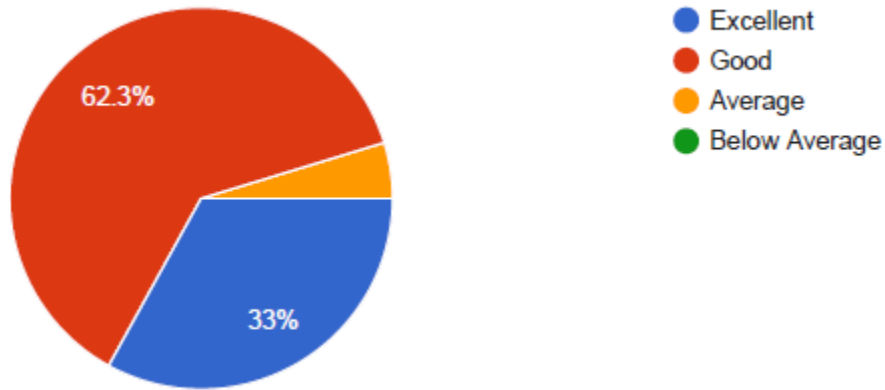
STUDENTS FEEDBACK 2020-2021

During the academic year 2020-2021, the Internal Quality Assurance Cell (IQAC) of St. Stephen's College collected student's feedback on curriculum entirely through Google format. For the curriculum evaluation, the IQAC prepares a well-structured questionnaire and is used to collecting the responses from students. The aim of the feedback evaluation was to analyses the significance and importance of the curriculum, and how far it had attained in fulfilling the need of the student community. The structured questionnaire includes questions related to various aspects of the curriculum which are highly relevant to the present condition. The survey includes questions related to the applicability and relevance to real-life situations & local developmental need, Inclusion/incorporation of the latest advancements in the subject, learning values in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives, quality, clarity, and relevance of textual reading, reference material, study material etc. The collected feedback from students is quantified and analyzed. The analysis of data and the findings are given below.

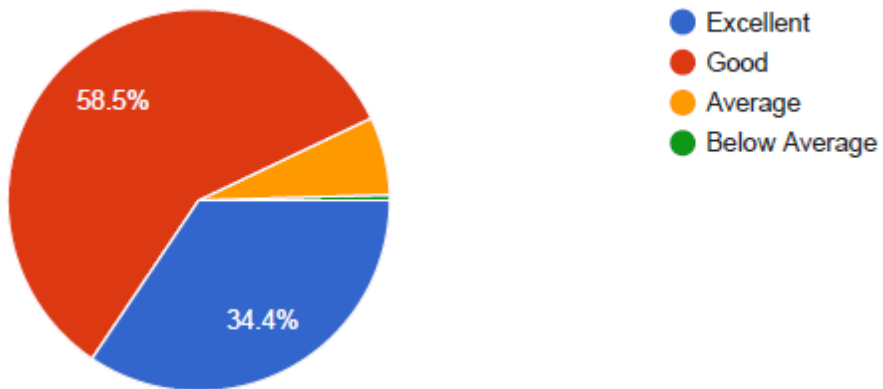
Analysis of Students Feedback

SL. No	Criteria	Number of Respondents
1.	Applicability/relevance to real life situations & local developmental needs	212
2.	Weightage given to Employability	212
3.	Weightage given to Skill development	212
4.	Weightage given to Project work	212
5.	Weightage given to practical and field work component	212
6.	Inclusion/incorporation of the latest advancements in the subject	212
7.	Difficulty level of course content	212
8.	Fulfillment of Learning objectives	212
9.	Level of Course Outcomes	212
10.	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	212
11.	Quality, Clarity and relevance of textual reading / Reference material /Study material	212
12.	Creation of interest to pursue higher education	212
13.	Opinion about open course	212
14.	About examination	212
15.	Internal assessment followed in the curriculum	212
16.	Overall rating	212

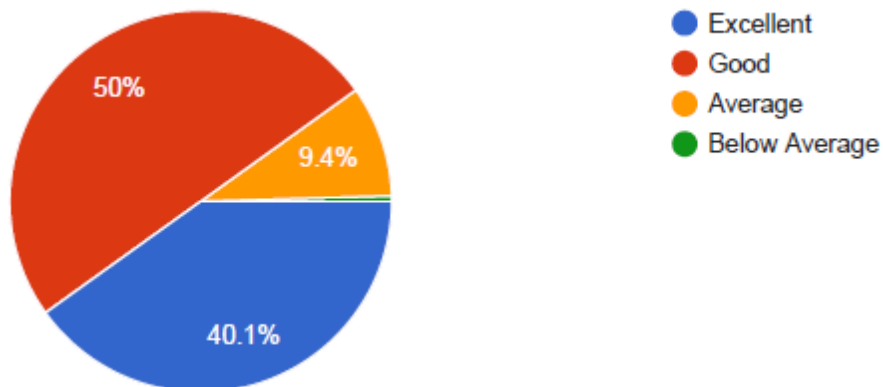
1. Applicability/relevance to real life situations & local developmental needs



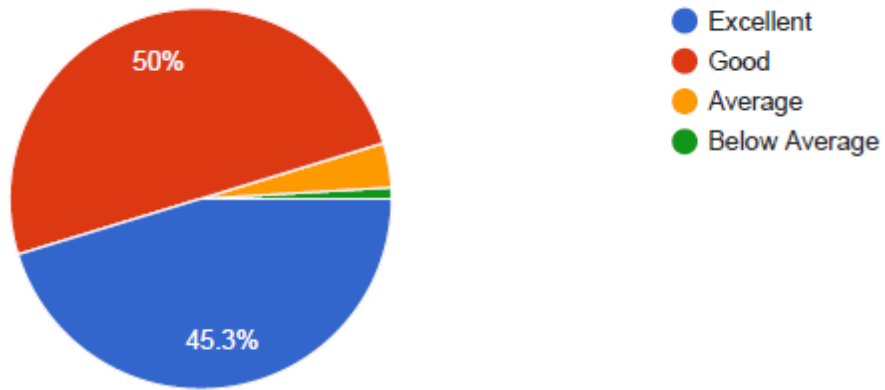
2. Weightage given to Employability



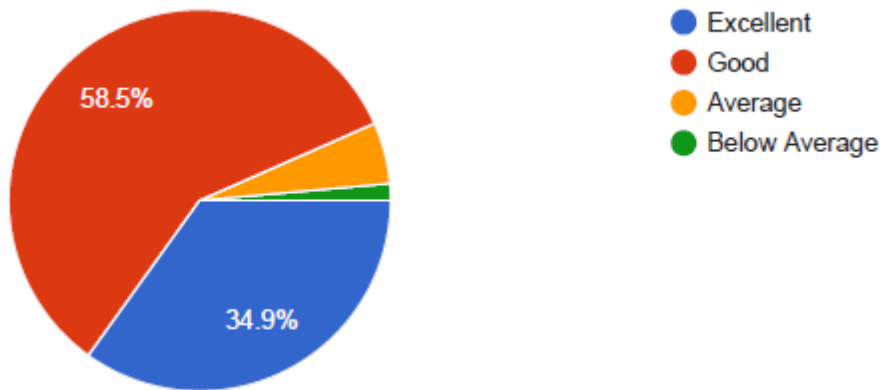
3. Weightage given to Skill development



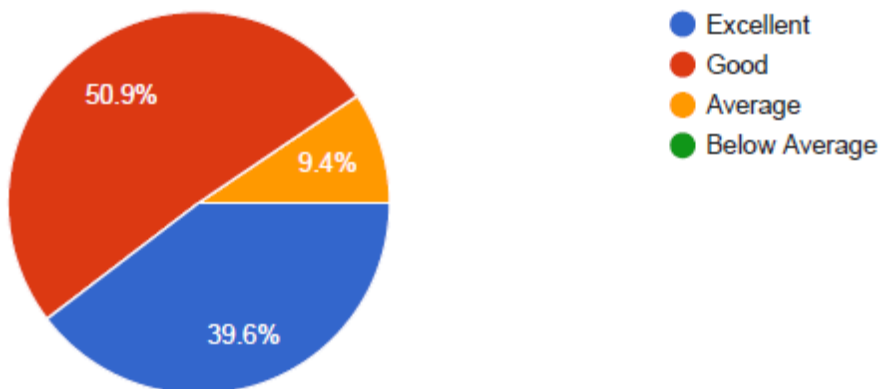
4. Weightage given to Project work



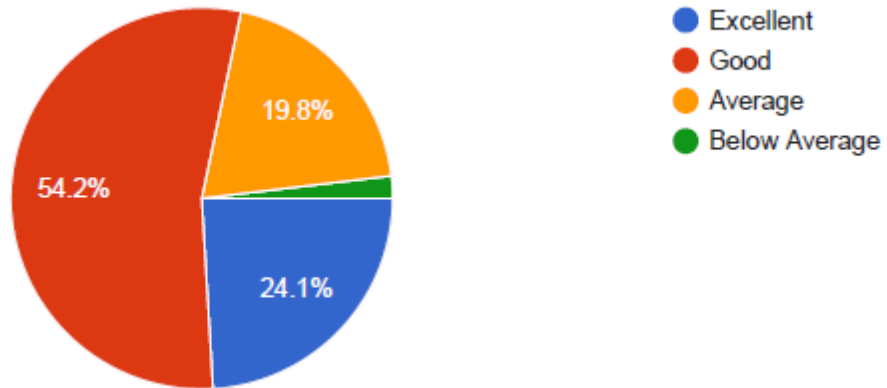
5. Weightage given to practical and field work component



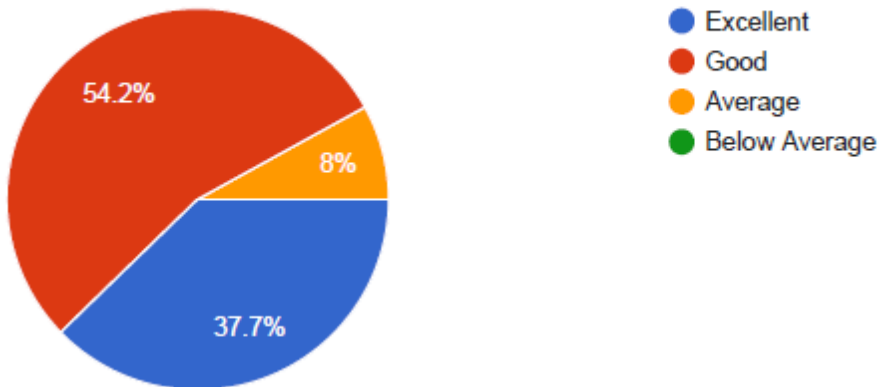
6. Inclusion/incorporation of the latest advancements in the subject



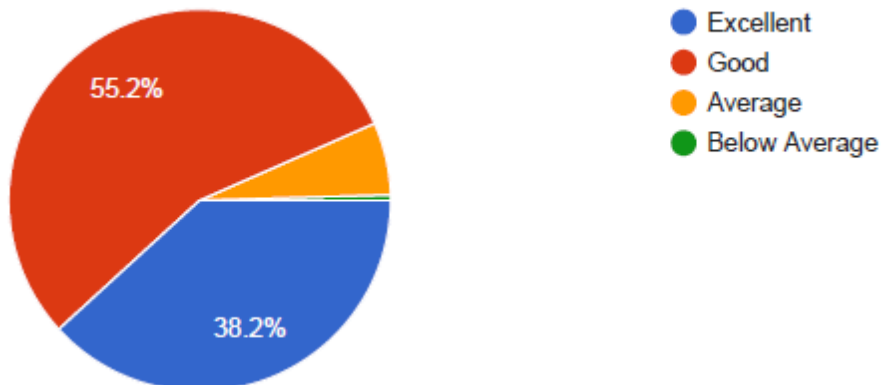
7. Difficulty level of course content



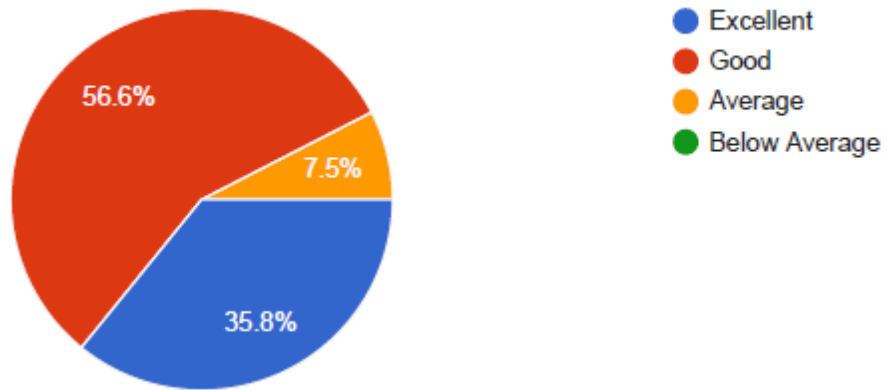
8. Fulfillment of Learning objectives



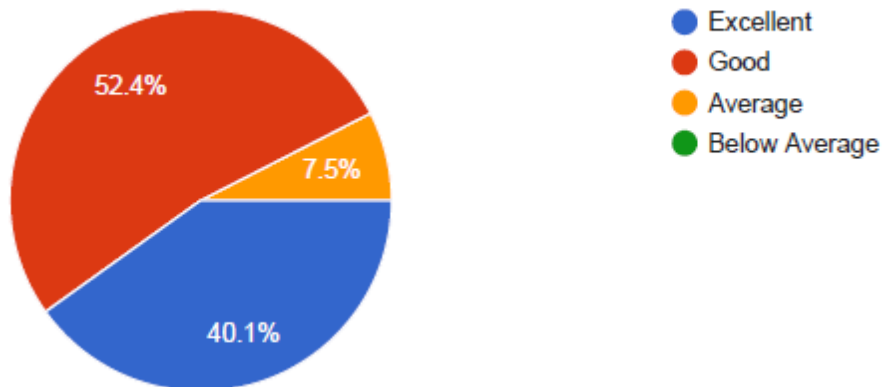
9. Level of Course Outcomes



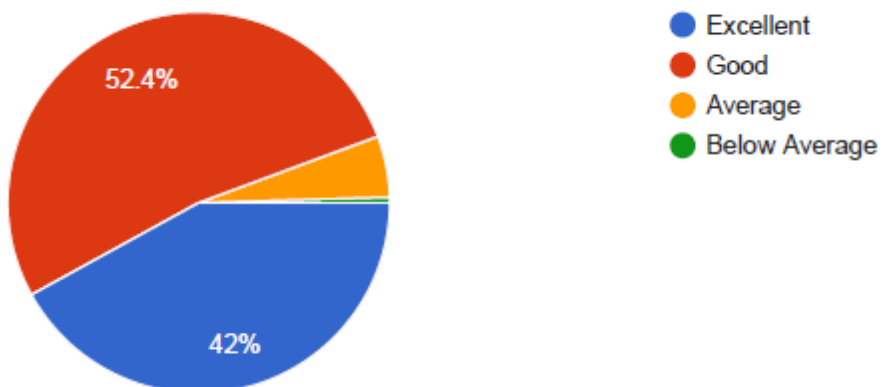
10. Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)



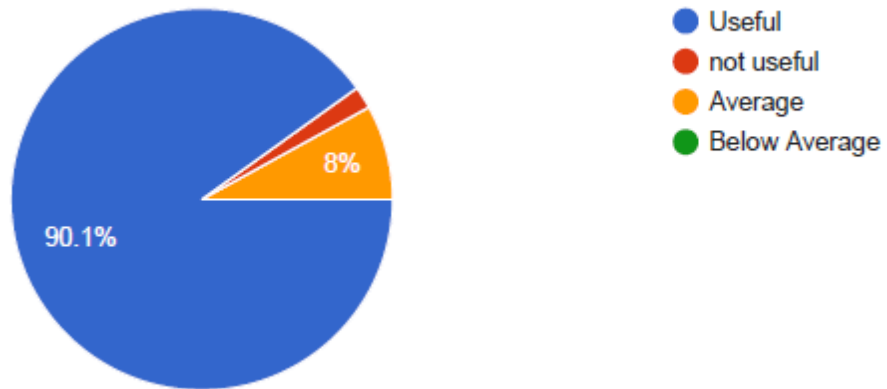
11. Quality, Clarity and relevance of textual reading / Reference material /Study material



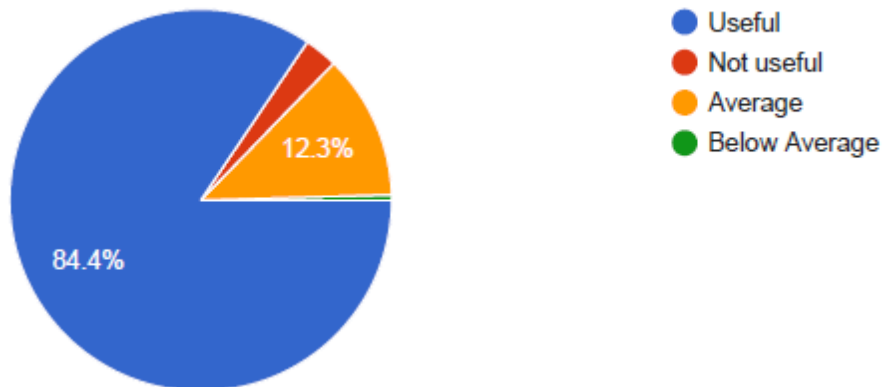
12. Creation of interest to pursue higher education



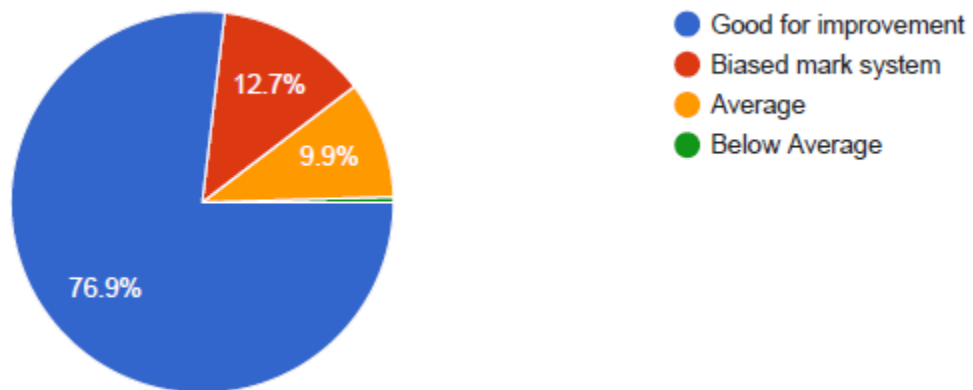
13. Opinion about open course



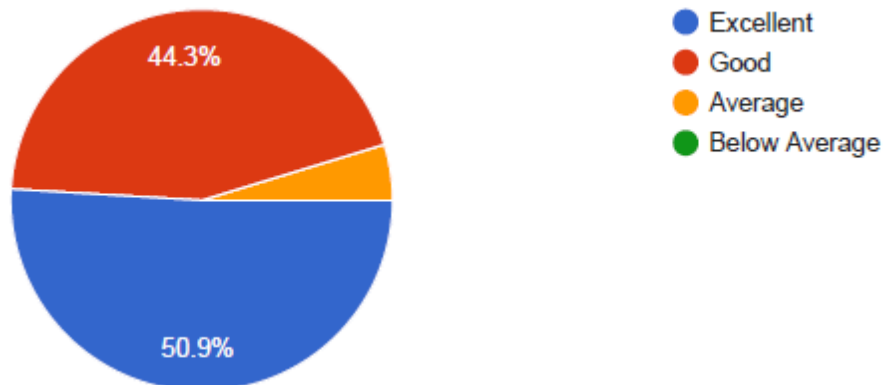
14. About examination



15. Internal assessment followed in the curriculum



16. Overall rating



Interpretation:

The curriculum feedback analysis shows significant observations such as 66.9 % of students choose as good in the case of applicability/relevance of curriculum to real-life situations & local developmental needs, 64.8% choose good weightage given to employability. 56.3% shows good weightage given to skill development, 53.5% students observe that in their curriculum gives an excellent weightage to project work. In practical and fieldwork components 49.3% of students give good remarks. 64.1 % of students observe that a good weightage is given to inclusion/incorporation of the latest advancements in the subject. 60.6% of students' opinion is that a good weightage given to the difficulty level of course content, 59.9% of student's opinion about difficulty level of course content is good. The level of course outcomes of the curriculum shows 63.4% as good 29.8% as excellent. 57-7 % of students give good as weightage given to learning values (in terms of knowledge, concepts, manual skills, analytical abilities, and broadening perspectives) and 33.8% as excellent. The Quality, Clarity and relevance of textual reading/reference material /study material on curriculum shows 50% as good and 44.4 % as excellent. 55.6 % student's opinion about creation of interest to pursue higher education is good. But 83.8% student Opinion about the open course is useful. 83.8% of students also reveal that examination is useful. The internal assessment followed in the curriculum shows 64.8% of students believe in good for improvement. The overall rating of curriculum shows 52.8 % as good and 43% as excellent.

Action Taken

- The collected feedback forms are analysed and discussed in the department meetings.
- The Head of the Department Personally interacts with the teachers to improve their skills in imparting knowledge, completion of syllabus etc. in case the students demands.
- In general the majority of all feed backs are Positive.
- By creation of interest to pursue higher education, IQAC suggests to conduct orientation programmes in department level at the beginning of semester in UG and PG programmes.



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TEACHERS FEEDBACK

2020-2021



**ST. STEPHEN'S COLLEGE
PATHANAPURAM**



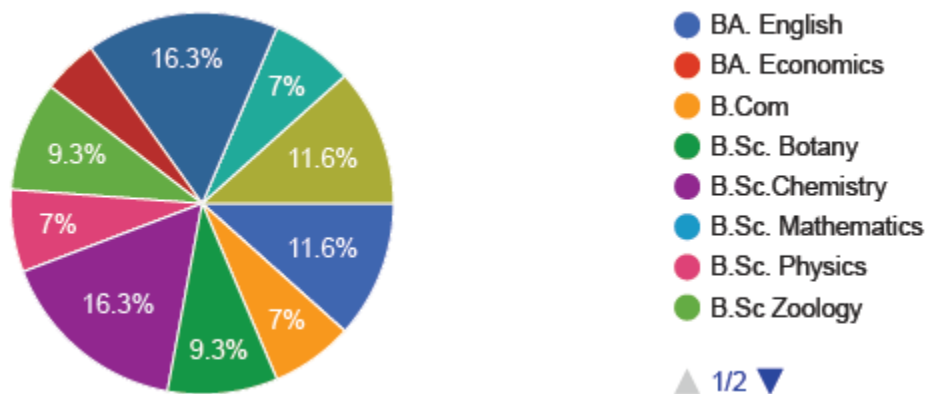
TEACHERS FEEDBACK REPORT 2020-2201

A planned curriculum implementation helps to give learners the appropriate/ relevant content with the application of the learner's environment in order to make learning real, helps to ensure that the set goals and objectives are achieved, enables effective/ proper assessment and evaluation of the curriculum. The Curriculum implementation process involves helping the learner acquire knowledge or experience. Implementation takes place as the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. As an affiliated college, St. Stephen's College does not have a direct role in the curriculum's design. However, the college IQAC conducts teacher surveys each year, especially when the affiliated university introduces major changes in curriculum design. Through such survey feedback, IQAC can take the actions necessary to allow teachers to adapt to the newly designed curriculum. The University of Kerala introduced a major change in the curriculum related to implementing the Choice Based Credit and Semester System (CBCSS). Since then, they will change the course from time to time, which is normal for affiliated universities. However, focuses on how to deal with the challenges brought about by the curriculum changes, especially their effective implementation. The feedback from the teachers helps the institution to overcome the problems in the curriculum's implementation. During the academic year 2020-2021, IQAC conducted the survey through a structured questionnaire and 42 teachers responded to the questionnaire. We analysed the collected data. And we submitted the final report to the College Council. The teachers' it brought suggestions on curriculum to the affiliated university through various means, particularly through the members of the Board of studies (BOS) and Academic Council.

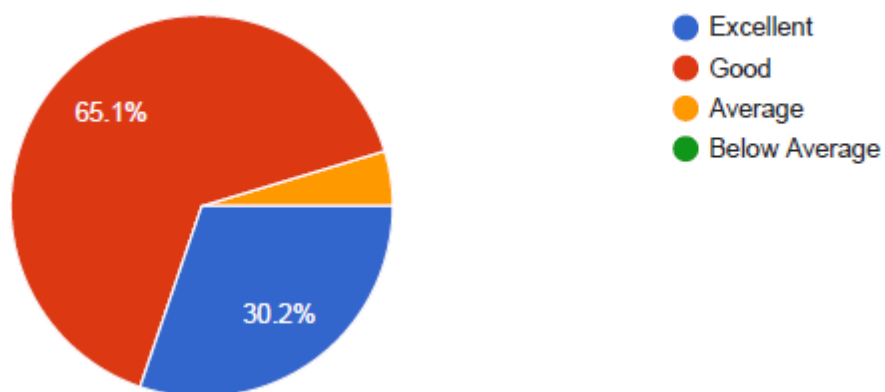
Analysis of Teachers Feedback

SL. No	Criteria	Number of Respondents
1.	Applicability/relevance to real life situations & local developmental needs	42
2.	Weightage given to Employability	42
3.	Weightage given to Skill development	42
4.	Weightage given to Project	42
5.	Weightage given to practical and field work component	42
6.	Depth of the course content	42
7.	Inclusion/incorporation of the latest advancements in the subject	42
8.	Difficulty level of course content	42
9.	Optimization of course content	42
10.	Mechanism used for development /revision of curriculum	42
11.	Relevance of learning objectives of the syllabus	42
12.	Relevance of Course outcomes	42
13.	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	42
14.	Syllabus is in tune with the needs of time	42
15.	Aims and objective of syllabi is clear to teachers and students	42
16.	The course has good balance between theory and application	42
17.	External examination are conducted in Time / result are published in time	42
18.	Overall rating	

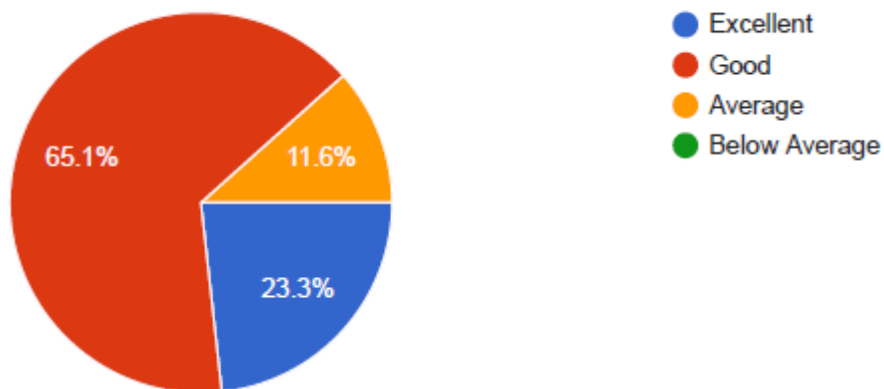
• Course



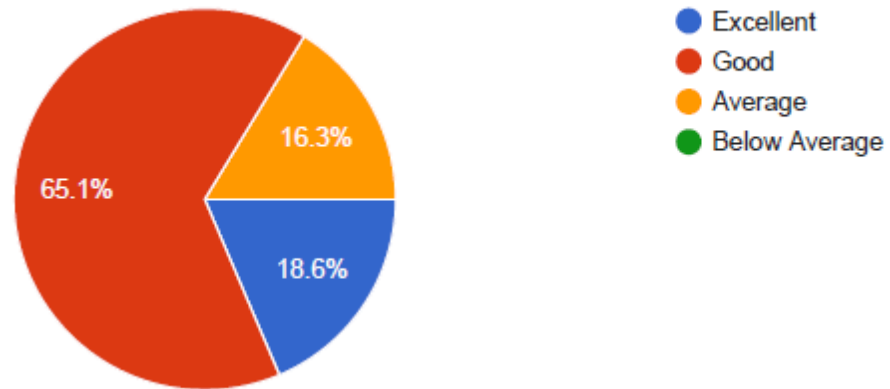
1. Applicability/relevance to real life situations & local developmental needs



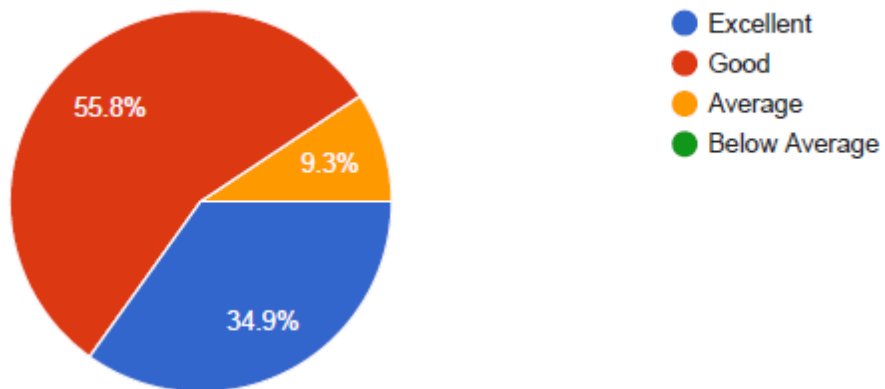
2. Weightage given to Employability



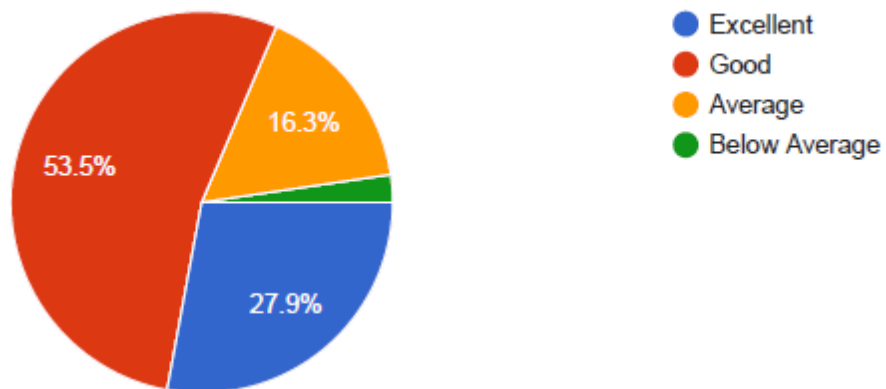
3. Weightage given to Skill development



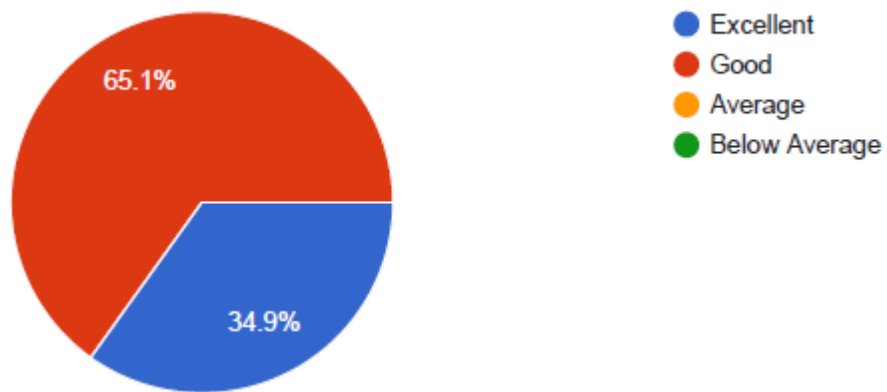
4. Weightage given to Project



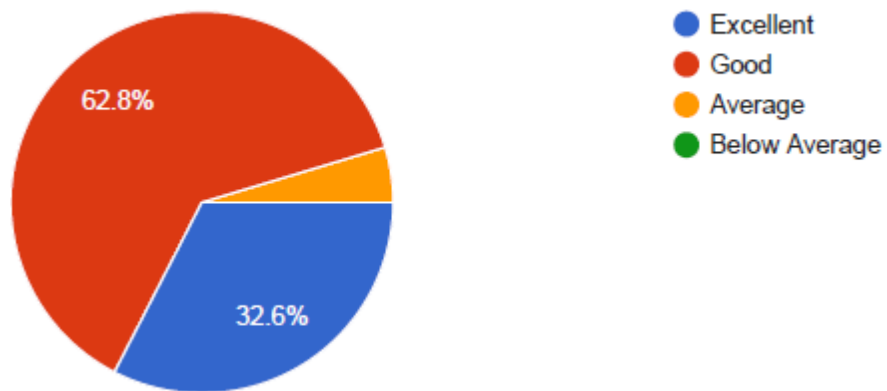
5. Weightage given to practical and field work component



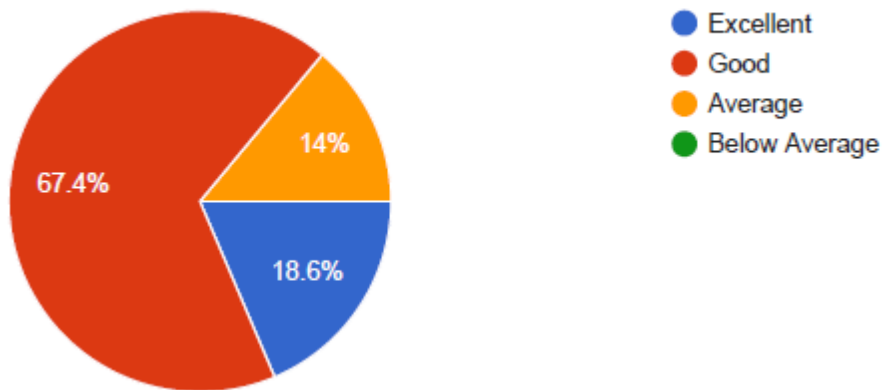
6. Depth of the course content



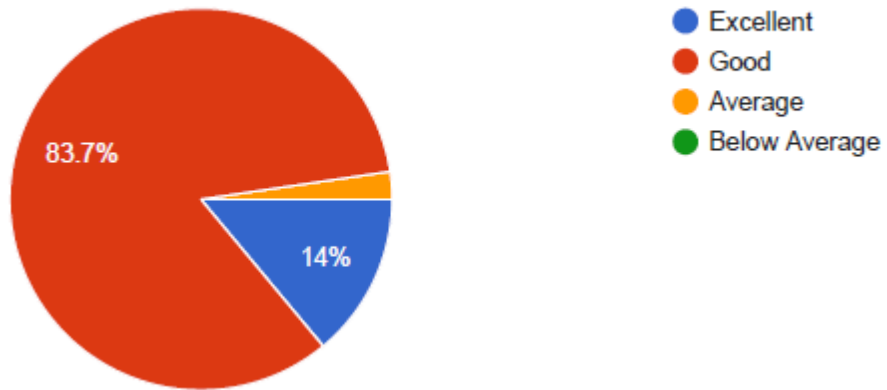
7. Inclusion/incorporation of the latest advancements in the subject



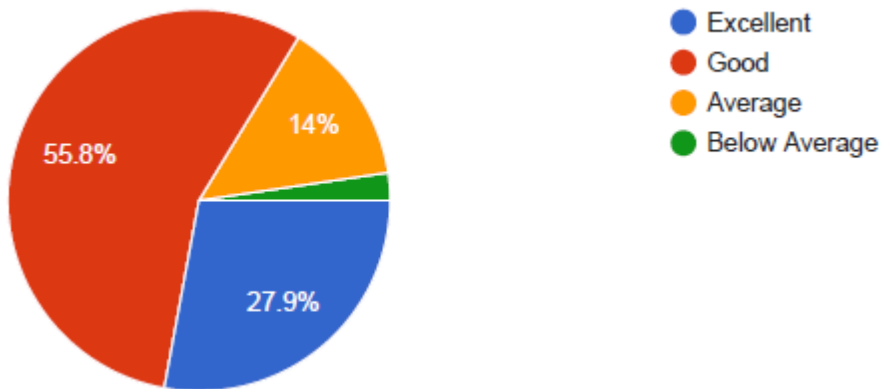
8. Difficulty level of course content



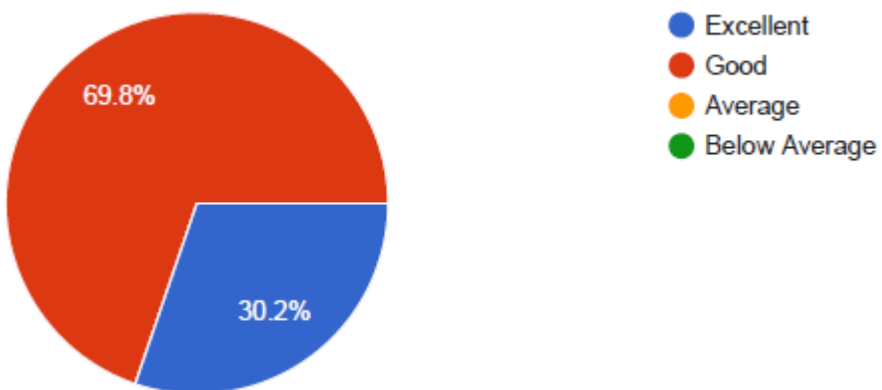
9. Optimization of course content



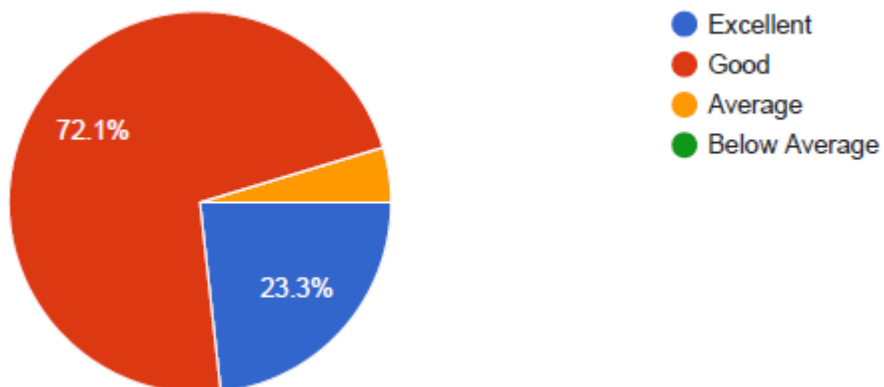
10. Mechanism used for development /revision of curriculum



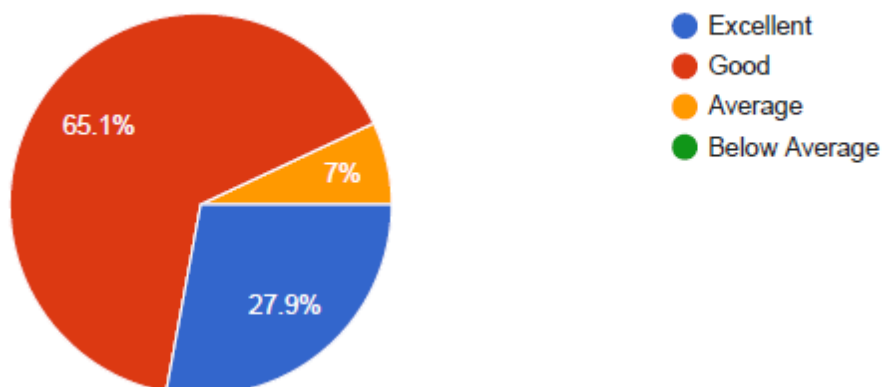
11. Relevance of learning objectives of the syllabus



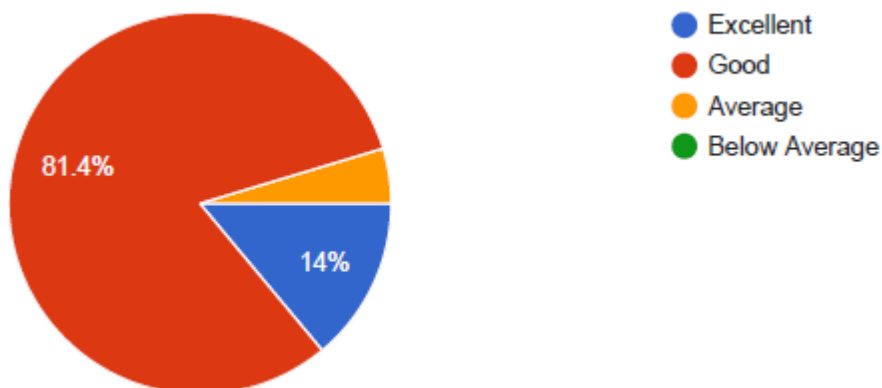
12. Relevance of Course outcomes



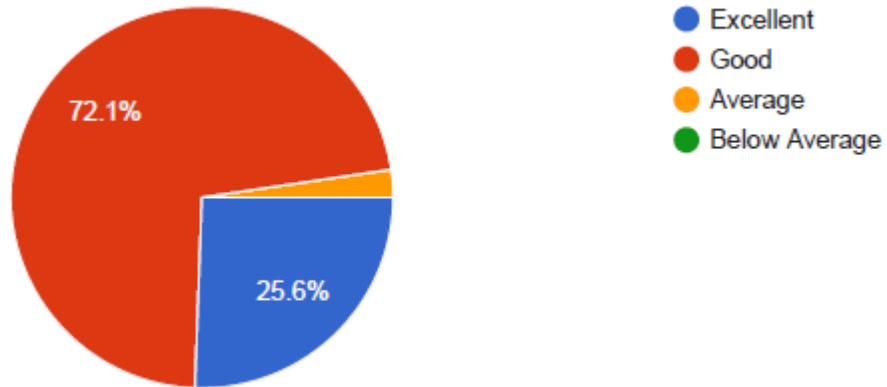
13. Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)



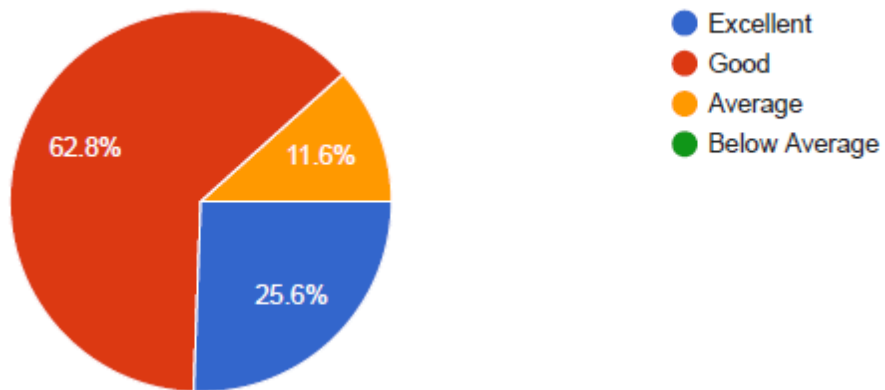
14. Syllabus is in tune with the needs of time



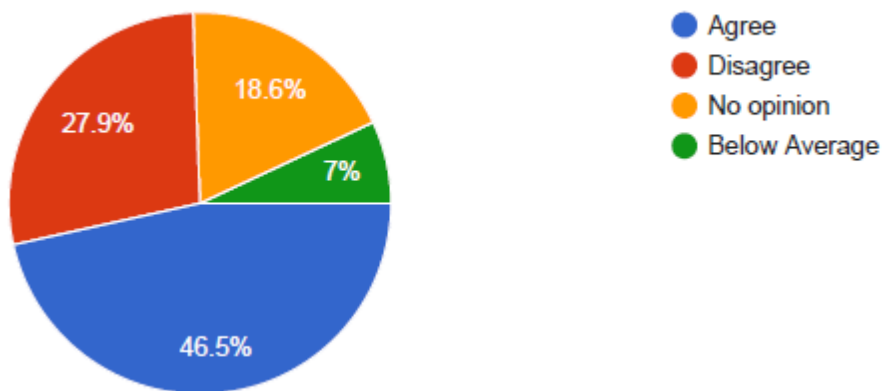
15. Aims and objective of syllabi is clear to teachers and students



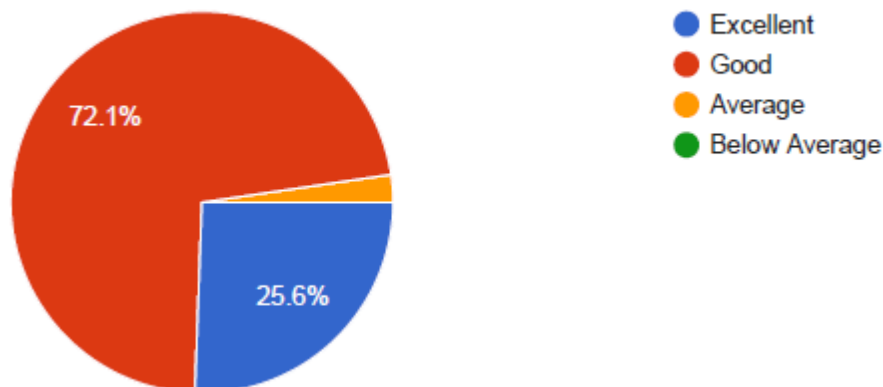
16. The course has good balance between theory and application



17. External examination are conducted in Time / result are published in time



18. Overall rating



Analysis

The role of teachers in the curriculum process is to help students develop an engaged relationship with the content. Active learning will increase the focus and retention of the curriculum, resulting in an exciting learning environment. Based on the feedback analysis, it is clear that the regular change of the curriculum interprets the teaching-learning process of the teachers and students. Applicability/relevance to real-life situations and local developmental needs shows 65.1% observe good; in the case of weightage given to employability, 65.1% of teachers observe curriculum is good. 65.1 % of teachers believe that in the curriculum, a clear weightage is given to skill development. For project work, 55.8% believe curriculum is good, in the case of weightage given to practical and fieldwork component 53.5% believe as good 27.9 % as excellent, and 16.3% rate as average. 65.1% of teachers think that the depth of the course content is good for students.

The inclusion/incorporation of the latest advancements in the subject 62.8% rate as the curriculum is good. 67.4% of teachers believe that the difficulty level of course content is good for learning. 83.7% believe the optimization of course content is good. 55.8% believe that the Mechanism used for the development /revision of the curriculum is good. But 69.8% of teachers think that the relevance of learning objectives of the syllabus is good and 30.2% reveal it is excellent. 72.1% of teachers thought the relevance of course outcomes is good for students.

In the case of weightage given to learning values in terms of knowledge, concepts, manual skills, analytical abilities, and broadening perspectives 65.1% rate as good, 81.4% shows the syllabus is in tune with the needs of time is good for students improvement. 72.1% also

believe that the aims and objectives of syllabi are clear to teachers and students. 62.8% also agree that the course has a good balance between theory and application is good.

But in the case of external examination are conducted in time/result are published in time-related matter 27.9 % not agree with universities' examination system, 46.5% agree with the current system, 18.6% have no opinion and 7.0% reveals the system is in below-average condition. The overall analysis reveals that 70.0 % teachers revealed that the curriculum is good for teachers and students.

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But in the case of external examination are conducted in time/result are published in time-related matter 27.9 % not agree with universities' examination system, 46.5% agree with the current system, 18.6% have no opinion and 7.0% reveals the system is in below-average condition. The overall analysis reveals that 70.0 % teachers revealed that the curriculum is good for teachers and students.

Action taken

- The institution decided to ask the faculty to engage classes during holidays to cover the syllabus.
- Departments were also asked to conduct class tests on each unit of the subject
- The library was instructed to include more books related to the syllabus.
- The institution decided to ensure the coverage of classes lost due to COVID-19 and unexpected holidays by executing special classes through online monitored centrally at the request of the concerned faculty to complete the syllabus.
- Suggestions given to internal exam committee to schedule exams in a timely manner through online
- The institution decided to send more teachers for Refresher courses/ Seminars/ Workshops



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ALUMNI FEEDBACK
2020-2021



ST. STEPHEN'S COLLEGE
PATHANAPURAM

STEPHANI
alumni
ASSOCIATION



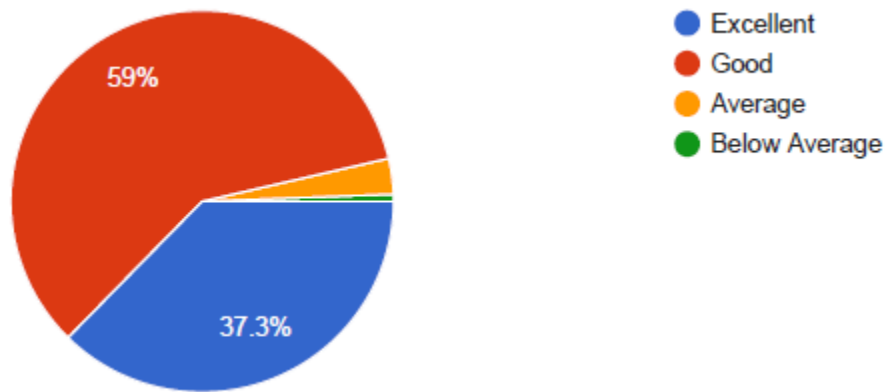
ALUMNI FEEDBACK REPORT 2020-2021

The Stephani Alumni Association of St. Stephen's College, Pathanapuram is the reflection of its past, representation of its present, and a link to its future. St. Stephen's College has an effective alumni network and is a significant stakeholder by making the alumni actively take part in the institution's developmental activities. The association supports the institution and contributes to its institutional, academic, and infrastructural development. Alumni have consistently given back to the institute, and this has enabled the institute to undertake initiatives that would otherwise have not been possible. The Internal Quality Assurance Cell (IQAC) of St. Stephen's College is in close communication with the Alumni Association of the college through various departments. The IQAC collects the alumni feedback on the curriculum through an online mode. A well-structured questionnaire has been used to collect responses. This feedback report tries to give a vivid picture of the alumni feedback system through a systematic analysis of the responses.

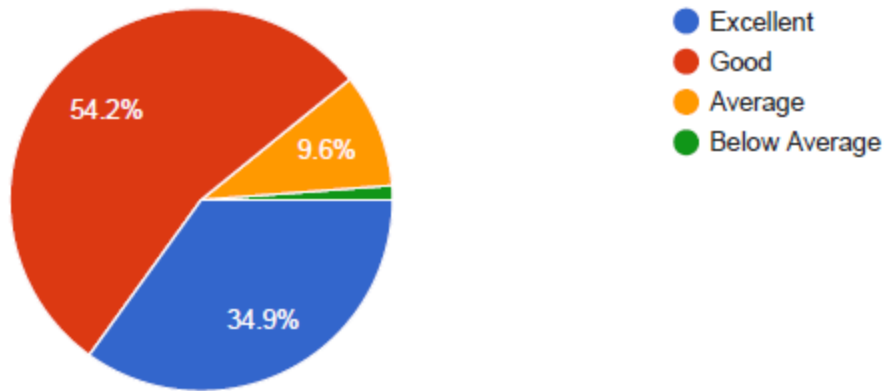
Analysis of Alumni Feedback

SL. No	Criteria	Number of Respondents
1.	Applicability/relevance to real life situations & local developmental needs	166
2.	Weightage given to Employability	166
3.	Weightage given to Skill development	166
4.	Weightage given to Project work	166
5.	Weightage given to practical and field work component	166
6.	Depth of the course content	166
7.	Inclusion/incorporation of the latest advancements in the subject	166
8.	Difficulty level of course content	166
9.	Optimization of course content	166
10.	Relevance of Curriculum at workplace	166
11.	Fulfillment of Learning objectives	166
12.	Level of Course Outcomes	166
13.	Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	166
14.	Quality, Clarity and relevance of textual reading / Reference material/ Study material	166
15.	Creation of interest to pursue higher education	166
16.	Weightage given to practical, field work component	166
17.	Measures to additional understanding of difficult course content to slow learners	166
18.	Overall rating	166

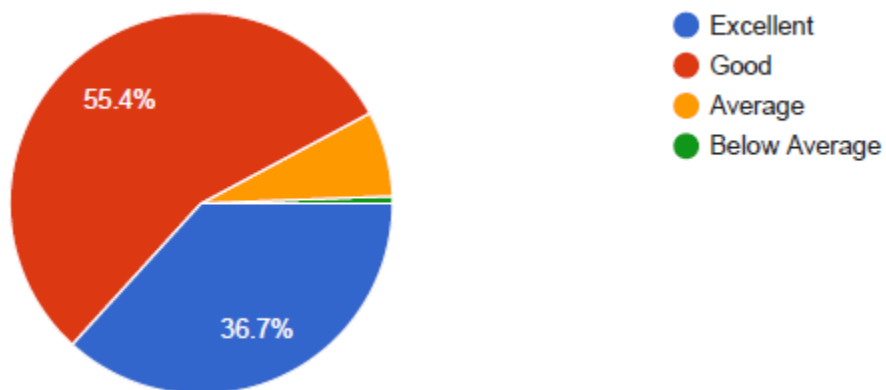
1. Applicability/relevance to real life situations & local developmental needs



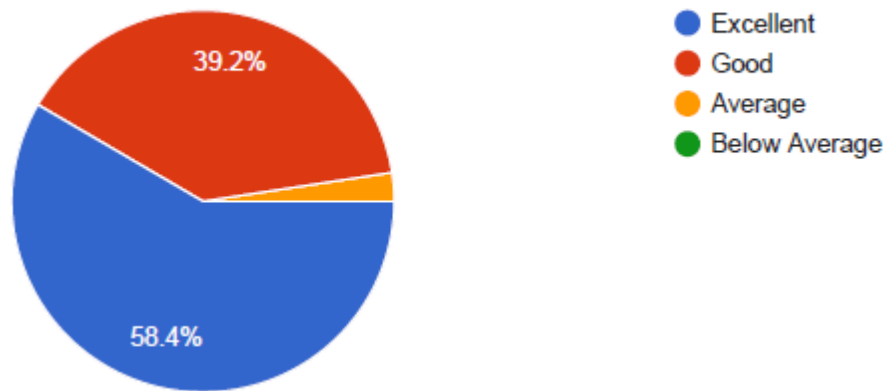
2. Weightage given to Employability



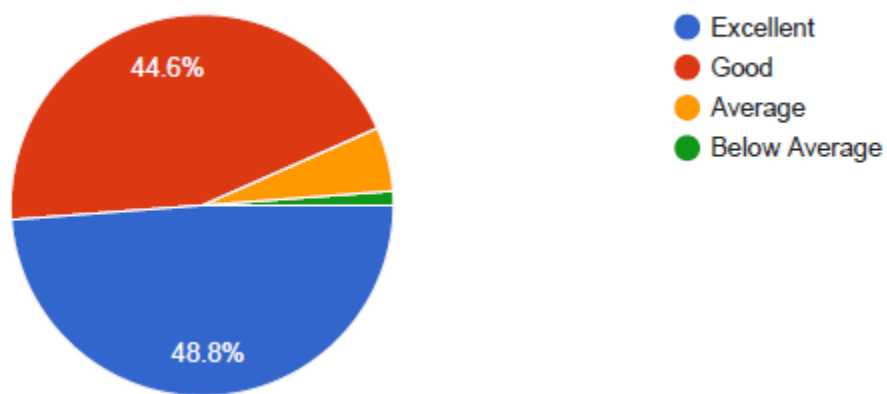
3. Weightage given to Skill development



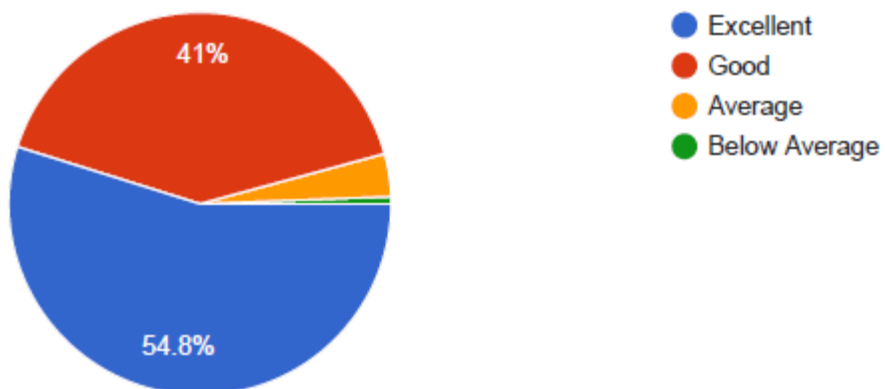
4. Weightage given to Project work



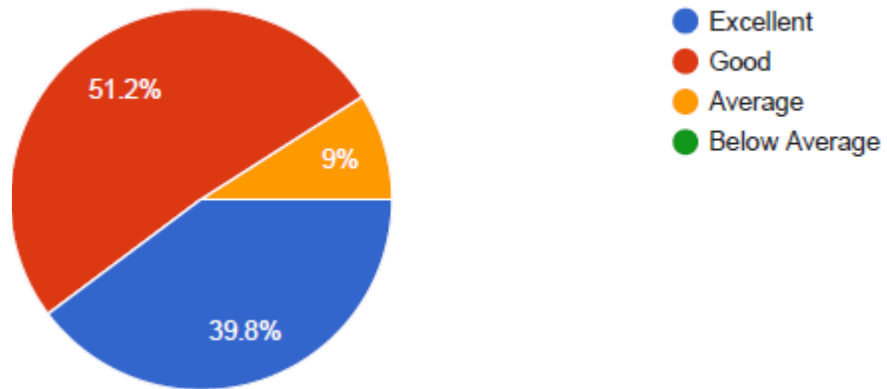
5. Weightage given to practical and field work component



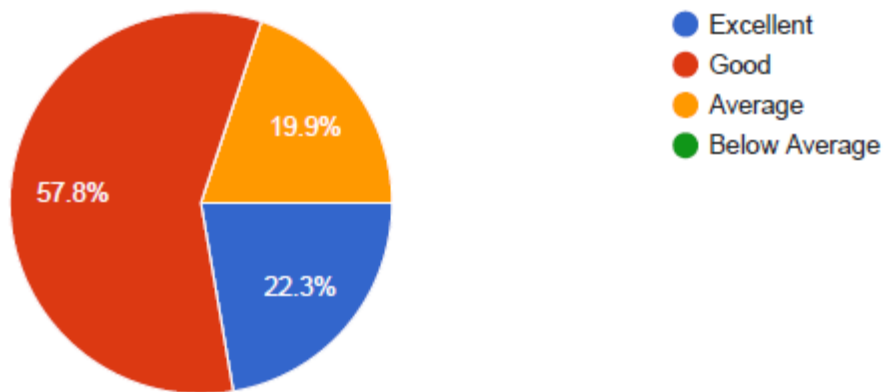
6. Depth of the course content



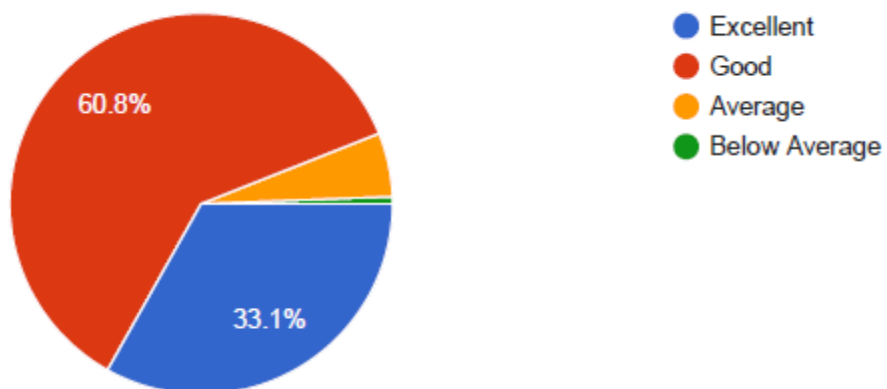
7. Inclusion/incorporation of the latest advancements in the subject



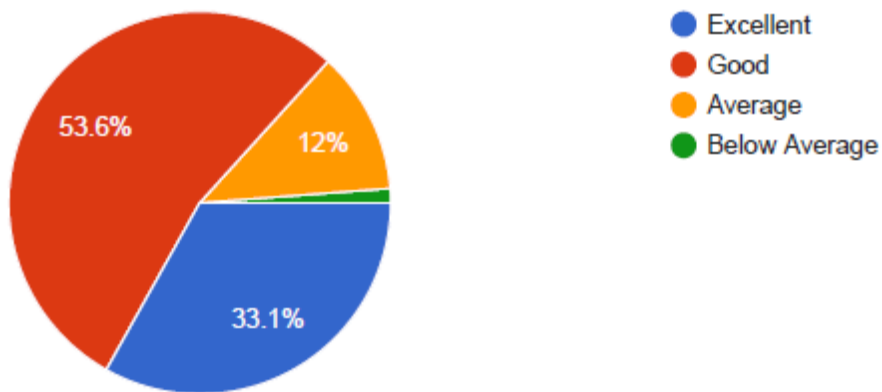
8. Difficulty level of course content



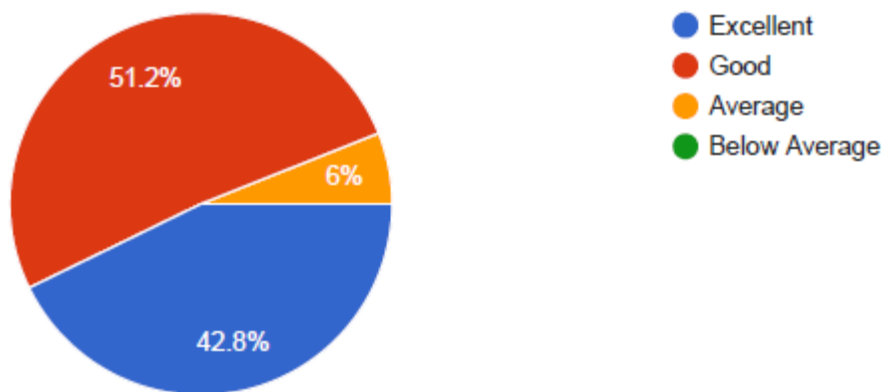
9. Optimization of course content



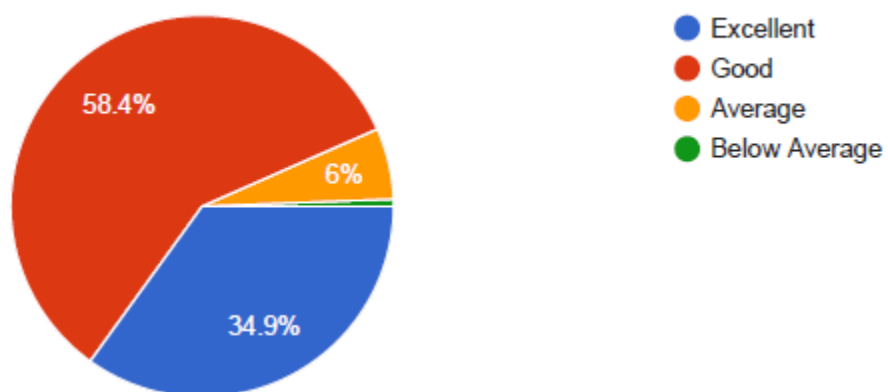
10. Relevance of Curriculum at workplace



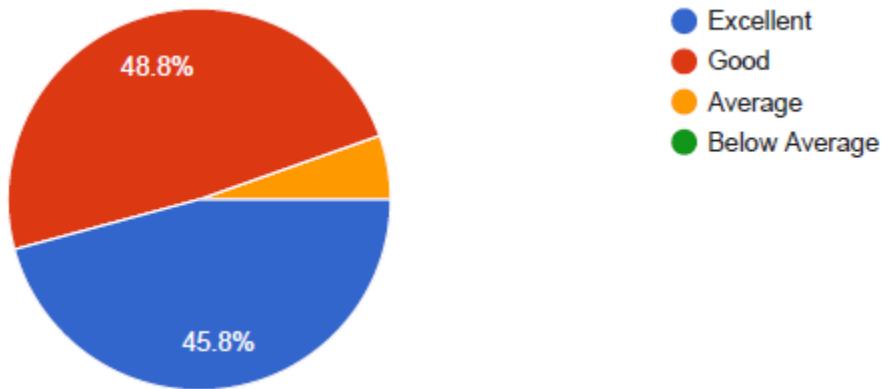
11. Fulfilment of Learning objectives



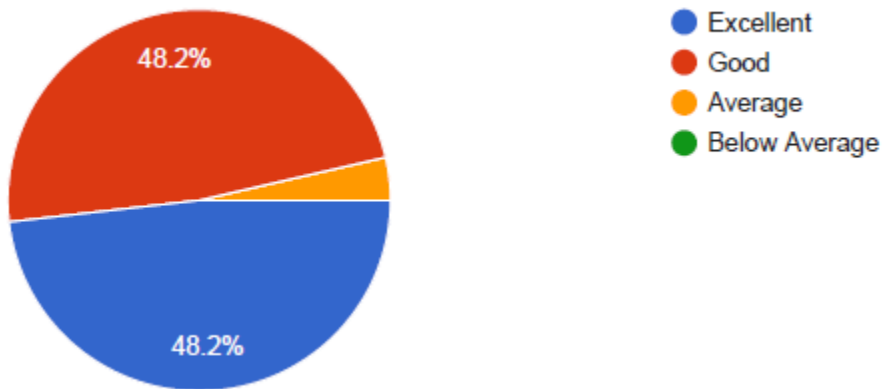
12. Level of Course Outcomes



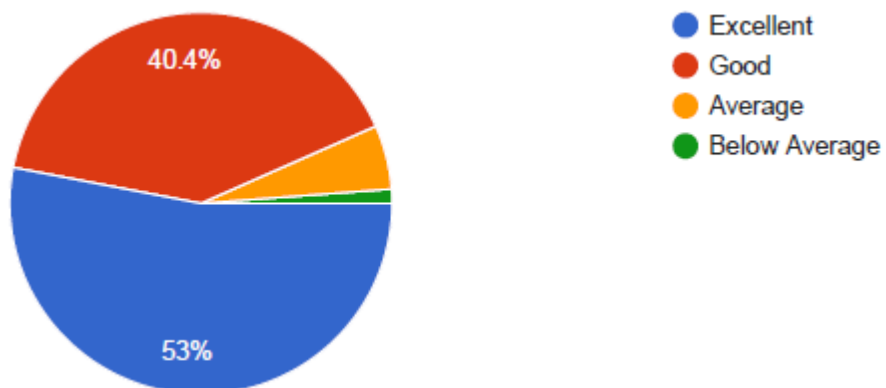
13. Weightage given to Learning values (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)



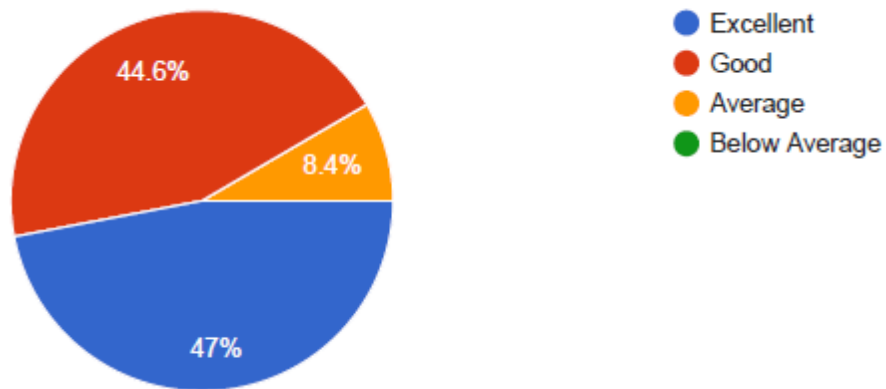
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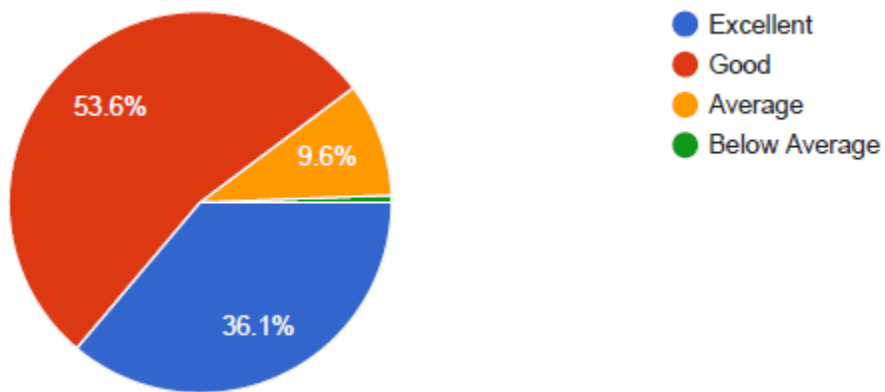
15. Creation of interest to pursue higher education



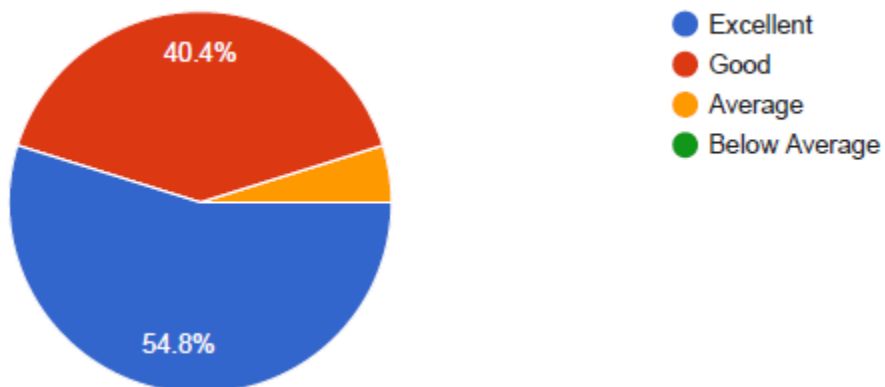
16. Weightage given to practical, field work component



17. Measures to additional understanding of difficult course content to slow learners



18. Overall rating



INTERPRETATION

Based on the alumni feedback analysis, the applicability/relevance to real-life situations & local developmental needs shows 53.4% graded as good and 39.7% graded as excellent. The employability related question shows 60.3% gives well and 31.0% of alumni reveal the curriculum excellent for procuring employment. Weightage given to skill development shows 53.4% gives good and 37.9% rated as excellent. In weightage given to the project work question, 50% of alumni graded as excellent. 44.8% reveal the weightage given in the curriculum is excellent in relation to practical and fieldwork components. In relation to the depth of the course content, 53.4% gives good and 44.8% gives excellent. In relation to the inclusion and incorporation of the latest advancements in the subject in the curriculum, 60.3% support as good. Only 50% of alumni reveal course content is difficult for learning. With optimization of course content, 58.6% reveals good, 31% excellent and 10.3% reveals the optimization of course content is average. The relevance of the curriculum at the workplace shows 55.52% good, 31% excellent, and 13.8% average. Fulfilment of learning objectives shows 65.5% good, 29.3 % shows excellent. 60.3% shows the Level of course outcomes is good. In the case of weightage given to learning values in terms of knowledge, concepts, manual skills, analytical abilities, and broadening perspectives, 51.7% gives the curriculum is good. The quality, clarity, and relevance of textual reading, reference material, study material show 48.3% good and 46.6% reveal the curriculum is excellent. 50% of alumni reveal that curriculum creates interest to pursue higher education. 51.7% of alumni thought that a good weightage was given to practical, fieldwork components in their curriculum. 69.0% of alumni also thought that their curriculum is good for additional understanding of difficult course content to slow learners. 48.3% of alumni thought that overall the curriculum is excellent for their future.

Action taken Report

- The issues raised by the Alumni's are discussed in detail in IQAC meeting and take necessary actions for the improvement of campus facilities for students.
- By solving short term employability problems students encouraged registering with employment exchange.
- IQAC suggest to conduct motivational classes by alumni who got admission to other universities and higher education centres.
- Asked the alumni to sponsor books to the library in concerned departments



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