



FEEDBACK COMMITTEE

Feedback Analysis Report 2020-2021

Several stakeholders are contacted annually during the feedback collection process, including alumni, parents, instructors, employers, and students. The Feedback Committee is responsible for compiling this feedback and sending it to the IQAC (Internal Quality Assurance Cell) in the form of a summary report with relevant data. National-level input on curriculum, instructional tactics, and assessment processes is highly prioritised as part of quality assurance programmes. You may get feedback online or by filling out a survey. Here, Google Form-based questionnaires were distributed to stakeholders and students who had completed a specific curriculum using online resources.

Respondents may express how much they agreed or disagreed with the poll using a five-point rating system with values ranging from 1 to 5, with "strongly disagree" to "strongly agree" being the extremes. To ensure a comprehensive examination, the feedback committee evaluates the feedback answers. The feedback report assists the IQAC in identifying areas that require improvement. In light of this assessment, appropriate actions should be taken to raise the calibre of the academic programmes. The input also serves as the basis for an action-taken report that outlines the actions performed in response to the feedback received.

The Feedback Analysis Report sections that follow include:-

1. Students' feedback on curriculum
2. Teachers' feedback on curriculum
3. Alumni feedback on curriculum
4. Employer feedback on the curriculum



Students' Feedback on Curriculum

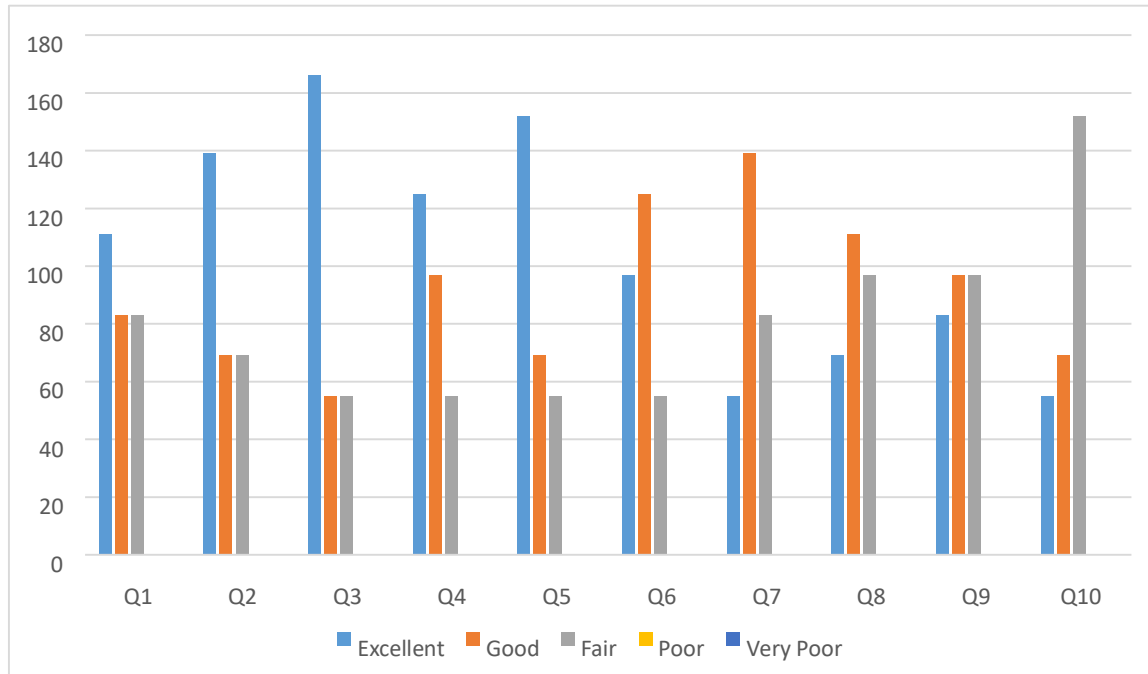
The following procedures were used to gather student feedback on the curriculum:

Sl. No	Measures
1	The syllabus's capacity to deliver current information in the field
2	The curriculum's effectiveness in helping students develop a variety of talents
3	The ability of the curriculum to secure employment
4	The syllabus includes interdisciplinary courses
5	Ampleness of the study materials outlined in the syllabus
6	Instructional strategies are included in the program
7	Assessment Methods Outlined in the Curriculum
8	The curriculum's ability to pique students' enthusiasm in pursuing higher education.
9	The curriculum's capacity to foster entrepreneurial abilities
10	Considering how well the institution integrates its ICT resources into the way it teaches its courses

The reaction that students provided to the curriculum is represented in the chart below.



Students' Feedback on Curriculum (2020-2021)



Student feedback suggests that students' perceptions about the curriculum are usually good in a variety of domains. The majority of students concur, or strongly concur, that having access to current information in their courses and developing multiskills is made possible by the curriculum. Furthermore, the data indicates that students are satisfied with the recommended methods of instruction and learning. The evaluation of using ICT resources in course instruction is also good. There are, nonetheless, a few unnerving elements. The program's ability to encourage students to pursue further education differs from student to student. Students place high importance on the availability of a variety of course selections and acknowledge that the curriculum may stimulate entrepreneurial talents notwithstanding these development opportunities. Insightful information from the comments may be utilised to satisfy student needs and objectives while also enhancing the curriculum.



Teachers' Feedback on Curriculum

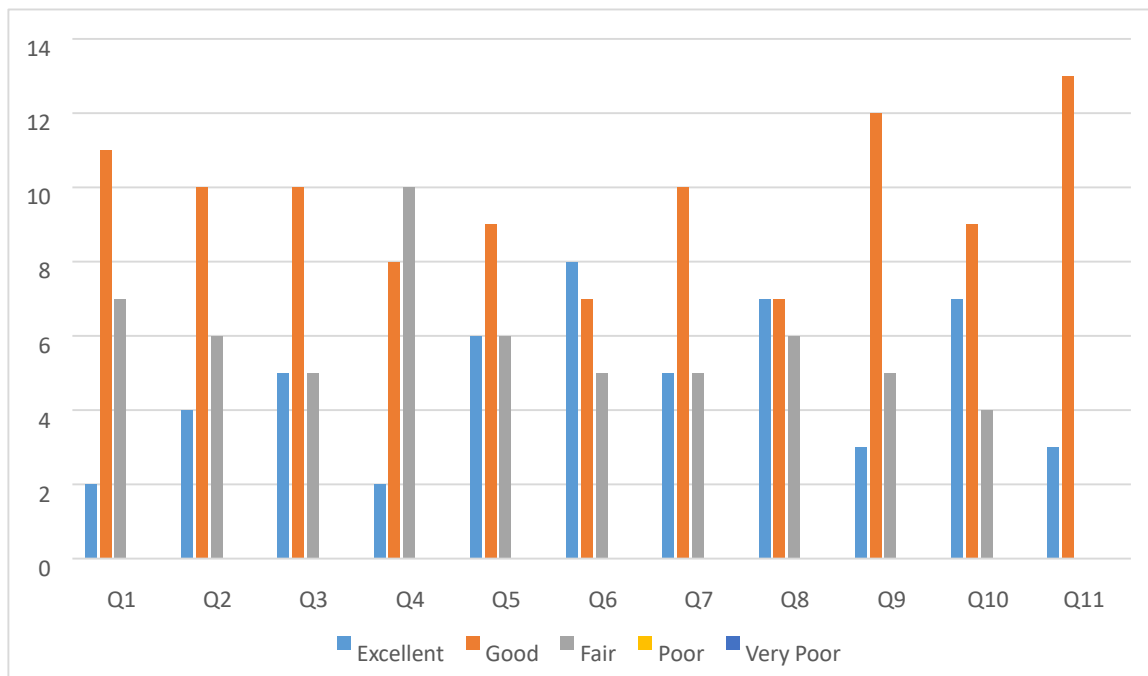
The following procedures were used to gather the teachers' feedback on the curriculum:-

Sl. No	Measures
1	The syllabus's capacity to offer current information in the field
2	The curriculum's effectiveness in helping students develop a variety of talent
3	instructional hours needed to finish the course as specified by the curriculum
4	The inclusion of multidisciplinary courses in the curriculum
5	The results that the students have attained from the program/course
6	instructional strategies are included in the program
7	Assessment Methods outlined in the Curriculum
8	The ability of the curriculum to pique students' enthusiasm in pursuing higher education
9	The curriculum's capacity to foster entrepreneurial abilities
10	The institution offers possibilities to increase teaching competence
11	The institution offers possibilities to increase teaching competence

The depiction of the teacher's responses to the curriculum is shown in the chart below.



Teachers' Feedback on Curriculum (2020-2021)



Teachers' feedback on the curriculum indicates that most people think well of its many elements. They agree or strongly agree, that the curriculum effectively develops students' multiskills while giving them access to up-to-date knowledge. Teachers find the availability of interdisciplinary courses to be helpful, and they also think the designated teaching hours are appropriate. They observe that the course has been beneficial to the students and that they are happy with the recommended teaching and learning techniques. The evaluation mechanism receives positive reviews as well. Instructors are aware of how the curriculum may develop students' business skills and encourage them to pursue higher education. They also appreciate the institution's capacity to help them develop as educators and the availability of ICT resources for course delivery. The feedback provides thoughtful recommendations for raising professional development and curricular standards to enhance teaching and learning.



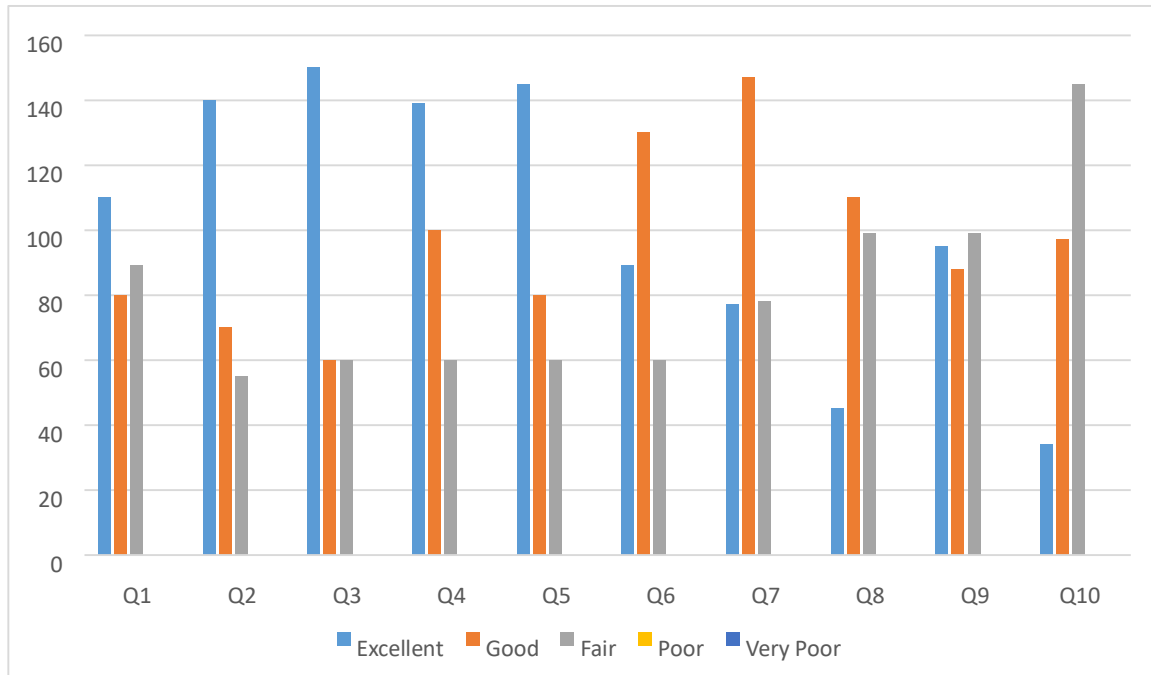
Alumni Feedback on Curriculum

The following procedures were used to gather the alumni feedback on the curriculum:

Sl. No	Measures
1	Evaluate the curriculum's effectiveness in helping students improve their multiskills
2	Evaluate the program's efficacy in helping students locate a career or job that suits them
3	Assess how well the material on the syllabus bridges the gap between academics and industry
4	Evaluate the curriculum in light of the standards or prerequisites of your current position or field of work
5	Evaluate the curriculum's capacity to impart morality and human values
6	Rate the syllabus's availability of interdisciplinary courses
7	Rate the curriculum's suggested teaching and learning strategies
8	Rate the curriculum's prescribed evaluation system
9	Rate the curriculum's capacity to spark students' enthusiasm in pursuing higher education
10	Evaluate how well the curriculum fosters entrepreneurial abilities



The below chart depicts the representation of the response given by the Alums on the curriculum:



Alumni comments on the curriculum reveal differing opinions on several subjects. Most people think that the curriculum helps assist kids in developing many abilities and finding occupations that fit them. The syllabus's overall effectiveness in bridging the knowledge gap between academia and industry receives a decent rating. There is a broad spectrum of opinions on the curriculum's suitability for the norms or requirements of the modern workplace or profession, with a sizeable segment of the populace expressing disagreement. The degree to which human values and ethics are ingrained is a topic of more dispute. However, the curriculum's recommended teaching and learning techniques, as well as the availability of transdisciplinary courses, are highly regarded. The evaluation process has received mixed feedback, with many individuals expressing dissatisfaction. Alumni frequently express satisfaction with the curriculum's capacity to encourage entrepreneurial spirit and a drive for further study. To better fulfil the needs and expectations of the next generation of graduates, alumni feedback is an essential resource for identifying the strengths and areas for growth in the curriculum.



Employer Feedback on Curriculum

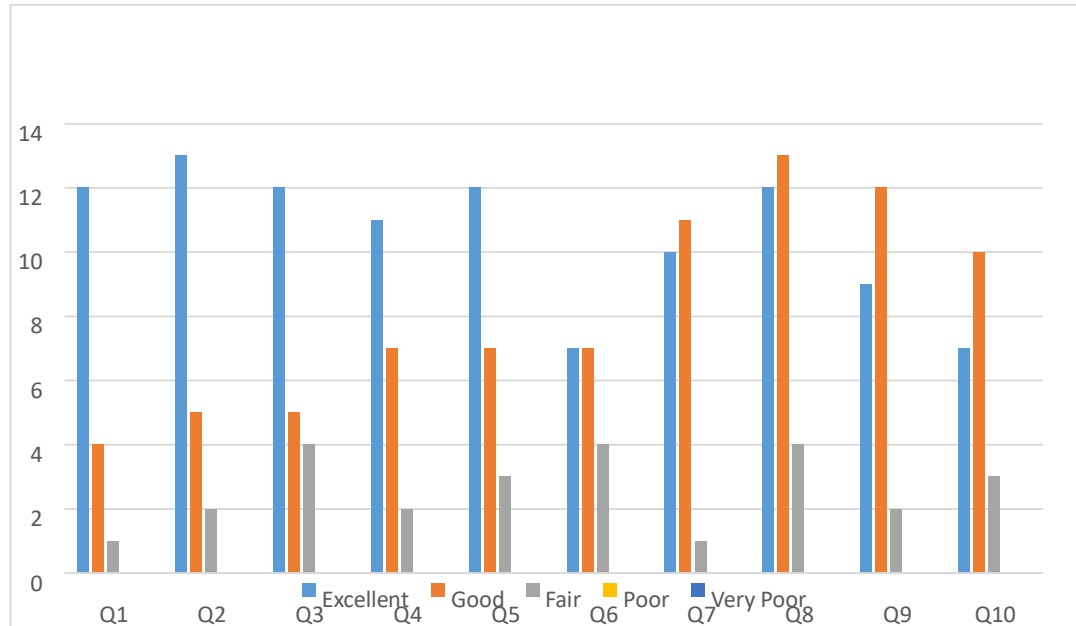
The Employer Feedback was collected using the following measures

SI NO	Measures
1	How relevant do you think the courses in the program's curriculum are?
2	How would you rank the curriculum's sufficiency?
3	In light of the course material, how would you rank our student(s)' competency level?
4	In respect to the programme curriculum, how would you rank the topic expertise of the student or students) working with you?
5	How would you grade the level of expertise of our student(s) who are assisting you?
6	How would you rank the research aptitude and communication skills of our student(s) working with you?
7	In what way does the curriculum's relevance to the organisation rank?

The depiction of the employer's response to the curriculum is shown in the chart below.



Employer Feedback on Curriculum (2020-2021)



Employer comments reflect differing opinions regarding the programme. Though perspectives vary on other areas, there is unanimity regarding introducing courses that are relevant to the industry, having adequate real-world experience, and considering students' career objectives when revising the curriculum. Employers find the specialisation streams appropriate and recognise the program's effectiveness in transferring professional ethics. Divergent opinions exist, nevertheless, regarding cooperation, working under pressure, and developing soft skills. Generally speaking, people like the chance to impart entrepreneurial skills. There are divergent reactions to the leadership development and curriculum's execution. Employers' input provides important information on how to improve curriculum compliance with industry requirements.



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Suggestions and Recommendations

In response to feedback from companies, educators, former students, and alumni, the committee for feedback has produced several noteworthy proposals to enhance the curriculum. These include looking into more comprehensive assessment techniques, bridging the gap between academia and industry through hands-on learning and industry-focused courses, and introducing add-on courses to incorporate up-to-date knowledge and skills pertinent to the labour market to address concerns regarding the evaluation system. The committee suggests putting in place career-focused training and programmes, such as industrial partnerships and internships, to increase employability and encourage interest in going back to school. It's also important to support the growth of soft skills and the ability to function under pressure. For effective course delivery, ICT resources should be maximised, and ethical education should be strengthened. By providing instructors with chances for professional development, the organisation of FDPs will also contribute to the general improvement of the curriculum.