



FEEDBACK COMMITTEE

Feedback Analysis Report 2021-2022

Every year, a feedback process is conducted involving employers, teachers, parents, alumni and students. The Feedback Committee provides input to the Internal Quality Assurance Cell (IQAC) in the form of a summary report with relevant statistics. Contributions to the curriculum, teaching techniques, and assessment protocols are highly appreciated in national quality assurance programmes.

Online or manual methods are used to collect input. In one case, stakeholders and students who had completed a particular curriculum were given access to a Google Form-based questionnaire via online resources. Respondents may express how much they agreed or disagreed with the poll using a five-point rating system that ranged from "strongly disagree" to "strongly agree," with values ranging from 1 to 5.

The feedback committee assesses the feedback responses to assurance a thorough analysis. The IQAC uses the feedback report as a useful tool to pinpoint areas that need improvement. Appropriate steps can be taken in light of this assessment to improve the calibre of the college's whole academic programme. The input is also used as a foundation for creating an action taken report that details the steps performed in response to the input.

The following sections of the Feedback Analysis Report Include: -

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



1. Students' feedback on curriculum and infrastructure

Mean Score of 22 items of measures of student satisfaction

Table 1.1

SI NO	Measure	Mean score
1	The syllabus's capacity to offer current information in the field	3.48
2	The curriculum's effectiveness in helping students develop a variety of talents	3.47
3	The ability of the curriculum to secure employment	4.33
4	The syllabus covers topics related to gender, professional ethics, and human values.	3.74
5	Interdisciplinary courses are included in the syllabus	3.71
6	The study materials listed in the syllabus are sufficient	3.43
7	Curriculum-recommended Teaching and Learning Methods	3.42
8	Curriculum-recommended Evaluation System	4.05
9	The curriculum's ability to pique students' enthusiasm in pursuing higher education	3.57
10	The curriculum's capacity to foster entrepreneurial abilities	3.76
11	A grade for how well the institution integrates its ICT resources into the way it teaches its courses.	3.41
12	Evaluate the library's resources for required readings and reference books.	3.33
13	Evaluate the library's availability of the newest electronic books and journals.	3.74
14	Evaluate the degree of laboratory equipment availability.	3.50



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15	Evaluate the institution's transportation resources.	3.60
16	Evaluate the institution's canteen facilities	3.70
17	Assess the college's attitude toward extracurricular activities	3.89
18	Evaluate the availability of Internet resources and computer accessibility in the college	3.36
19	Evaluate the institution's basic amenities (enough bathrooms and drinking water).	3.71
20	Evaluate the parking options offered by the institution.	3.95
21	Give the girl's amenity center's amenities a rating (applicable for girls)	3.52
22	Evaluate the security measures put in place on the campus of the organization.	3.29
	Overall Mean Score	3.63

The table illustrates that the mean scores of the students' replies consistently exceed three, and in some cases exceed four, for each parameter. This implies that the majority of students are satisfied with the course offerings and the physical amenities provided by the institution. Interestingly, the highest mean score ever recorded was 4.33, indicating a very high level of satisfaction with the job-finding capabilities of the programme.

The feedback team recommends making further changes on all categories or parts to enhance the overall rating to four, given that the 3.63 total mean score is above average. A score of four denotes a satisfactory level of perception among the students. The team's suggestion to focus on improving various areas demonstrates their dedication to consistently improving the facilities and educational opportunities for the kids.



Teachers' Feedback on Curriculum

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

The mean Score of 22 items of measures

Table 2.1

SI NO	Measure	Mean score
1	The syllabus's capacity to offer current information in the field	4.29
2	The curriculum's effectiveness in helping students develop a variety of talents	3.20
3	instructional hours needed to finish the course as specified by the curriculum	3.54
4	Themes on gender, professional ethics, and human values are covered throughout the curriculum	4.87
5	Multidisciplinary course availability in the syllabus	3.47
6	The program's or course's outcome that the students attained	3.53
7	The curriculum's suggested teaching and learning strategies	3.83
8	assessment methods listed in the curriculum	3.98
9	The ability of the curriculum to pique students' enthusiasm in pursuing higher education	4.17
10	The capacity of curricula to encourage students' entrepreneurial talents	3.79
11	The institution's ICT resources are available for the distribution of course materials.	3.62
12	The institution offers possibilities to increase teaching competence.	4.31
13	Evaluate the library's resources for required readings and reference books.	3.61
14	Please rate the library's accessibility to the newest e-books and e-journals.	3.66



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15	Evaluate the lab equipment's accessibility (if applicable)	4.27
16	Evaluate the institution's transportation offerings.	3.41
17	Evaluate the institution's canteen amenities	4.06
18	How does the college feel about extracurricular activities?	3.81
19	Evaluate the college's computer accessibility and Internet facilities' availability.	3.99
20	Evaluate the institution's basic amenities (enough restrooms and drinking water).	4.67
21	Give the institution's parking facilities a rating.	4.66
22	Evaluate the safety precautions put in place on the campus of the organization.	3.54
	Overall Score	3.92

The faculty's feedback yielded several important disclosures regarding the college's facilities, instructional methods, resources, and curriculum. The syllabus receives praise for its capacity to provide up-to-date information in the discipline, earning a grade of 4.29. In addition, the curriculum's coverage of gender, human values, and professional ethics receives a high rating of 4.87. Despite receiving a 3.20 grade, learners' multiskill development still has room for growth. The instructors give the curriculum's suggested teaching hours and evaluation approach reasonable and respectful evaluations of 3.54 and 3.98, respectively. In terms of infrastructure and resources, opportunities to improve classroom size, lab equipment, and basic facilities like drinking water and bathrooms are welcomed.

However, there are still several aspects that require improvement, such as the quality of the transit system, the accessibility of diverse courses, and security standards. The total average teacher feedback score is 3.92, and by improving in the areas where the mean score is low, it may be boosted even more.



Alumni Opinions Regarding Infrastructure and Curriculum

Using a five-point rating scale, alumni feedback on curriculum and infrastructure was gathered. It was then statistically analysed for discussion.

Mean Score of 10 items of measures

Table 3.1

Sl. No	Measure	Mean score
1	Evaluate the curriculum's effectiveness in helping students develop a variety of abilities.	3.76
2	Evaluate the program's effectiveness in helping students locate a career or job that suits them.	4.56
3	Please score the syllabus's suitability for bridging the knowledge gap between industry and academia.	4.64
4	Evaluate the program in light of the standards or prerequisites for your current position or field of work.	3.69
5	How well the curriculum instills human values and ethics is rated	3.40
6	Please rate the syllabus's availability of interdisciplinary courses.	4.17
7	Give the curriculum's suggested teaching and learning strategies a rating.	3.41
8	Score the curriculum's required evaluation mechanism.	3.88
9	How well does the curriculum inspire students to pursue higher education	4.76
10	How well does the curriculum support the development of entrepreneurial skills	3.57
	Overall score	3.98



Employers' Opinions of Alumni's Curriculum and Work Performance

A five-point rating scale questionnaire was used to get employer feedback on alumni's curriculum and work performance. The data was then statistically analysed for consideration.

Table 4.1

Sl. No	Measure	Mean score
1	Revising the curriculum to include courses pertinent to the labour market	3.79
2	Adequacy of curricular courses with real-world applications	4.50
3	Considering the career of the students, the competency or course outcomes	3.86
4	The curriculum's appropriateness of the specialization streams	3.49
5	The ability of the curriculum to impart manners and professional ethics	4.42
6	The college curriculum's role in teaching students soft skills	4.43
7	The curriculum's main goal is to help pupils learn how to collaborate and work under pressure.	3.66
8	Curriculum's reach for teaching entrepreneurship skills	3.86
9	The college's curriculum implementation's effectiveness	3.73
10	The curriculum's capacity to impart the kind of leadership that employers demand	3.41
	Overall Score	3.92

Feedback from employers on a range of job performance criteria has revealed their views on several important topics. The employees' level of satisfaction with their complete topic knowledge is modest, as indicated by their rating of 3.47. Effective communication is highly valued in the workplace, as seen by the grade of 3.86 for communication abilities. The leadership characteristics are rated at 3.54, suggesting that there may be room for development. With a respectable rating of



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4.49, punctuality emphasises how important it is for staff members to be on time. Sincerity receives an acknowledgement as a desired trait in the workplace, with a rating of 4.23.

Collaboration and cooperation among employees are highly valued, as seen by their rating of 4.22 for teamwork. An individual with a grade of 4.19 indicates that they are willing to explore novel ideas and are receptive to creativity and innovation. Employee involvement in organisational development efforts is rated at 3.65, suggesting room for improvement in terms of employee participation in these programmes. The talent for addressing problems in the workplace has been rated at 3.50, indicating that there is potential for improvement. Creativity has a rating of 4.15, indicating that it is seen as an important attribute that promotes organisational success. An aggregate score of 3.93 for employer feedback emphasises how important it is to keep enhancing employee job performance measures to promote a successful and productive work environment.



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Suggestions and Recommendations Based on Analysis

On the whole, students thoughtfully responded to the claims made in the questionnaire, particularly regarding the curriculum and instructions standards. But, a few of the remarks gathered indicate that some things may be done better. One area where there is clear room for development in the curriculum is the incorporation of communication skills, particularly in English. Enhancing communication skills should be given more attention, according to the input.

The need for curriculum reform to better prepare students for postsecondary education and job prospects both locally and globally is also highlighted by the input from alumni. This implies that further efforts are required to ensure that graduates are capable of pursuing higher education and succeeding in a range of professional settings outside of their hometowns.