



T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM

Internal Quality Assurance Cell

STUDENT'S FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the various departments in the college collects students' feedback on syllabus annually. A specified sample from the students in proportionate to the strength of each batch is taken for the study. A well designed and structured questionnaire has been used to collect the responses. The students were given an opportunity to rate the syllabus on a five scale measurement. The objective of the feedback is to analyze the importance and relevance of the syllabus, and how far it has catered to the needs of the academic community. It also tries to evaluate whether the modules in the syllabus are properly sequenced, and the allocation of the classes are in proportionate to the time stipulated. The availability of the syllabus oriented books and e-resources in the library, the functional nature and activity orientation of the syllabus, the competitiveness of the syllabus with the latest advancements in the subject, the syllabus orientation of the internal evaluation system in the college, the values and ethics inculcated by it, and the career orientation of the syllabus are the various aspects, which the study has focused to delve deep with.

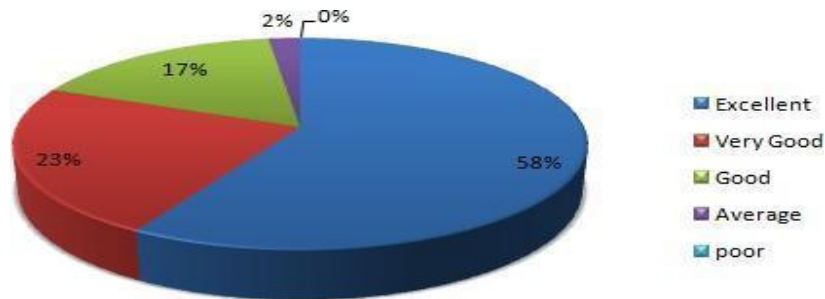
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the students on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

Students' Feedback Analysis: 2016-2017

Students' opinion about the syllabus is measured in five point scale (5-excellent, 4-very good, 3- good, 2-average, 1-poor). The data collected has been analyzed according to the questions in the questionnaire. The details are given below.

1) Rating of the syllabus prescribed for the course

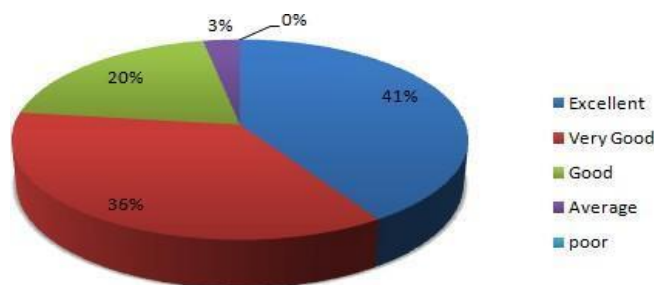
The Pie diagram shows the percentage of students' opinion on the syllabus.



The syllabus is highly rated by the majority number of students. 58% of the respondents rated it as excellent, 23% as very good, and 17% as good respectively. 2% of the respondents opined it as average, and none as poor. The mean value obtained is 4.28 with a standard deviation of 0.2.

2) The logical structure of the modules in the syllabus.

The Pie diagram represents the percentage of students' opinion on the logical order of the modules in the syllabus.

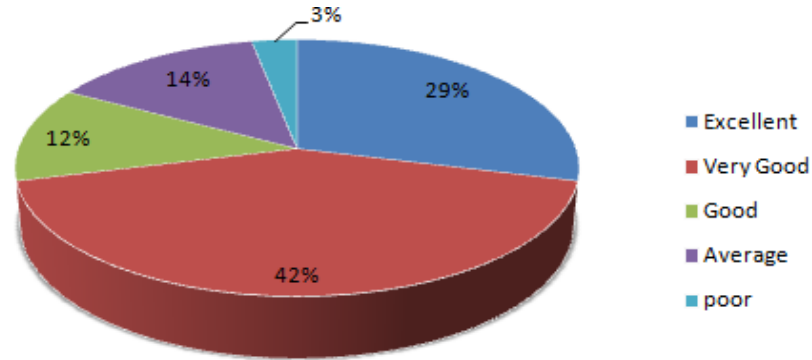


Majority of the students opined that the modules are logically structured and well constructed. About 41% of the students rated it as excellent, 36% as very good, and 20% as good respectively. Only 3% of the respondents rated it as average, and none as poor. The mean value obtained is 4.15 with a standard deviation of 0.9.

3) The allocation of teaching hours is in proportionate to the time stipulated in the syllabus

The Pie diagram shows the percentage of students' opinion on the proportion of time and the

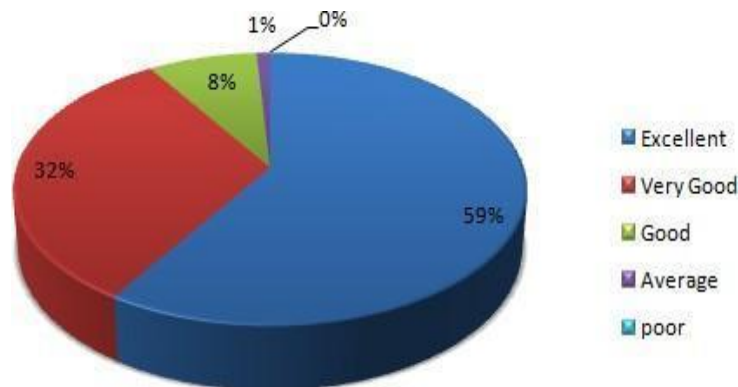
allocation of classes based on the syllabus.



About 29% of the respondents rated it as excellent, a majority of 42% as very good, and 12% good respectively. More than 14% of the respondents opined it as average, and 3% as poor. Thus, from the opinion, it is stated that the allocation of the teaching hours is proportionate only to a certain extent, and needs improvement. The mean value obtained is 3.8, with a standard deviation of 0.9.

4) Availability of the syllabus-oriented books and e-resources in the library.

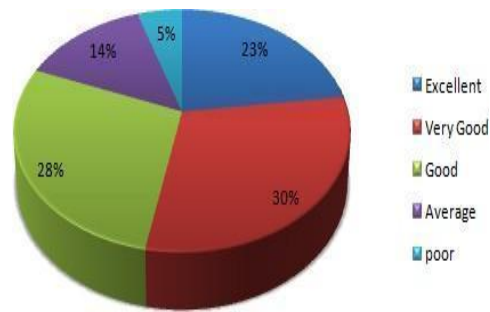
The Pie diagram shows the percentage of students' opinion on the availability of syllabus-oriented books and e-resources in the library.



More than 59%, of the students rated it as excellent, 32% as very good, and another 8% as good respectively). From the analysis of the opinion, it can be stated that the college library has an excellent collection of syllabus-oriented books and e-resources. The mean value obtained is 4.49 with a standard deviation of 0.6.

5) Functional and activity-orientation of the syllabus.

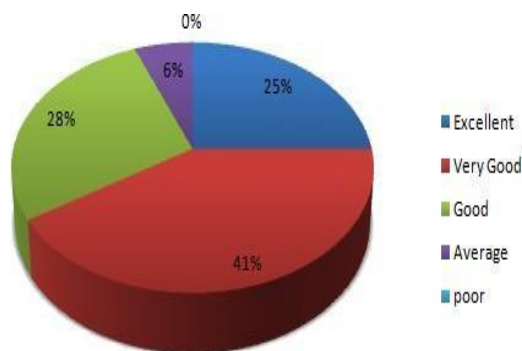
The Pie diagram shows the percentage of students' opinion on the functional nature and activity-orientation of the syllabus.



Only 23% of the respondents opined that the syllabus is functional and activity oriented. About 30% of the respondents rated it as very good and 28% as good respectively. The students of language courses have a higher percentage of respondents, who rated the syllabus as highly functional and activity oriented. The mean value obtained is 3.52 with a standard deviation of 0.8.

6) Competitiveness of the syllabus with the latest advancements in the subject.

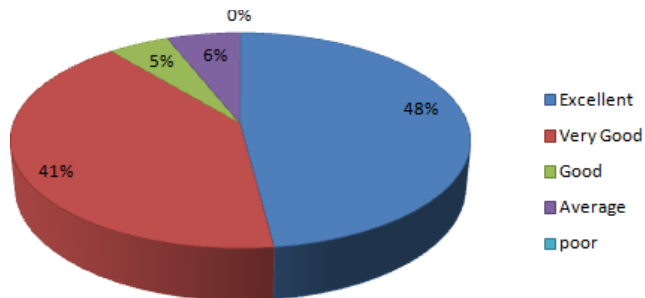
The Pie diagram shows the percentage of students' opinion on the competitiveness of the syllabus with the latest advancements in the subject.



More than 25% of the respondents rated the question as excellent, 41% as very good, and 28% as good respectively. Thus from the opinion, it can be stated that the syllabus is above average when it comes to its competitiveness with the latest advancements in the subject. The mean value of the obtained is 3.85 with a standard deviation of 0.9.

7) Syllabus-orientation of the internal evaluation system in the college

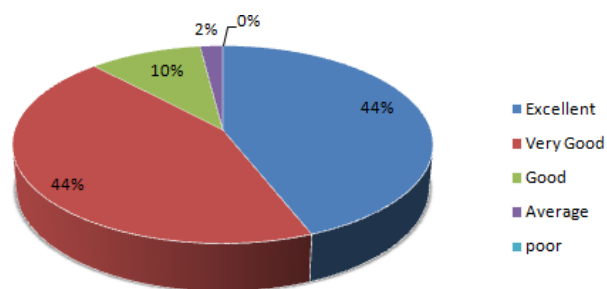
The Pie diagram shows the percentage of students' response on the syllabus- orientation of the internal evaluation system in the college.



Majority of the students responded positively to this question. 48% of the students rated it as excellent, 41% as very good, and 5% as good respectively. Only 6% opined that the internal evaluation system in the college and its syllabus orientation is average, and none as poor. The mean value obtained is 4.31 with a standard deviation of 0.7. The mean value states that the college has an excellent internal evaluation system, and its syllabus orientation is also highly appreciable.

8) Inculcation of values and ethics in the syllabus

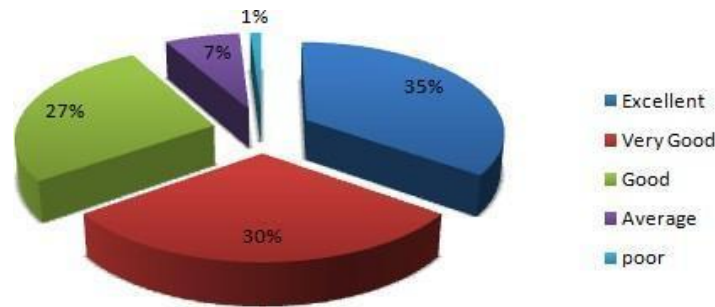
The Pie diagram shows the percentage of students' opinion on the inculcation of values and ethics in the syllabus



There is a positive shift from the respondents to this question when compared with the past years. More than 88% of the students (excellent-44%, very good 44%) opined that the syllabus inculcated values and ethics in them. Only 10% rated it as good, 2% as average, and none as poor. The respondents from Arts streams opined that their syllabus inculcated much values and ethics, when compared with other streams. The mean value obtained is 4.3, with a standard deviation of 0.7.

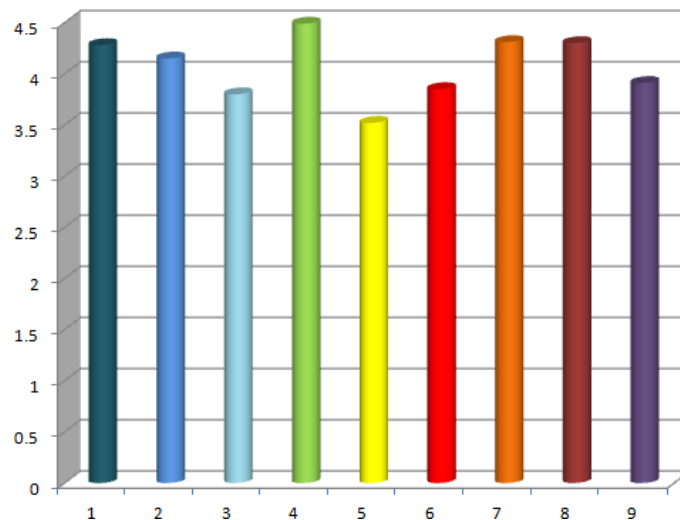
9) Career orientation of the syllabus.

The Pie diagram shows the percentage of students' opinion on career orientation of the syllabus, and its focus on skill development



A good number of the students responded positively to the question. More than 35% of the respondents rated it as excellent, 30% as very good, and 27% as good respectively. About 7% of the respondents rated it as average and 1% as poor. Thus, from the responses, it is evident that the career-orientation of the syllabus is only above average. The mean value obtained is 3.91, with a standard deviation of 0.7.

The following graph is a representation of the mean value of the students' opinion on the 9 questions. The x-axis represents the mean value and y-axis represents the serial number of the 9 questions.



The graph clearly suggests that the responses on the overall rating, the logical structure of the modules in the prescribed syllabus, the availability of the syllabus-oriented books and e-resources in the library, the syllabus-orientation of the internal evaluation system of the college, and the inculcation of values and ethics in the syllabus, derives the highest mean values, which is higher than the value of 4.00. Almost all other questions derive a standard mean value, higher than that of 3.50. Thus, the graph underlines that the allocation of the classes is in proportionate to

the time stipulated in the syllabus; the college library has a tremendous collection of syllabus-oriented books and e-resources; the syllabus is competitive enough with the latest advancements in the subject, and has also played a major role in inculcating and instilling values and ethics in the students. The fifth question, which suggests the functional and activity-orientation of the syllabus, has got the least mean value, which is just below the standard mean value of 3.5.

Suggestions

- Provide more research oriented texts
- Identify the slow learners and conduct remedial coaching
- Provide Wi-Fi facility in all class rooms

T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM

Internal Quality Assurance Cell

TEACHERS FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the various departments in the college collects teachers' feedback on syllabus annually. Samples from all the department is taken for the study. A well designed and structured questionnaire has been used to collect the responses. The teachers were given an opportunity to rate the syllabus on a five scale measurement. The objective of the feedback is to analyze the importance and relevance of the syllabus, and how far it has catered to the needs of the academic community. It also tries to evaluate whether the modules in the syllabus are properly sequenced, and the allocation of the classes are in proportionate to the time stipulated. The availability of the syllabus oriented books and e-resources in the library, the functional nature and activity orientation of the syllabus, the competitiveness of the syllabus with the latest advancements in the subject, the syllabus orientation of the internal evaluation system in the college, the values and ethics inculcated by it, and the career orientation of the syllabus are the various aspects, which the study has focused to delve deep with.

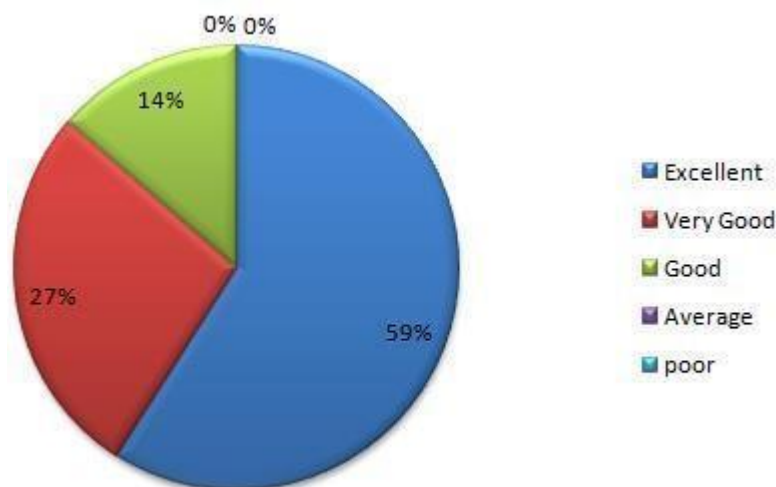
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the teachers on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

Teachers' Feedback Analysis: 2016-2017

The teachers' feedback collected on the academic year 2016-17 is given below. Teachers' opinion on the syllabus are measured in the five point scale (1-excellent, 2-very good, 3- good, 4-average, 5-poor). The questionnaire contains 9 questions, and each question is analyzed.

1) Rating of the syllabus prescribed for the course

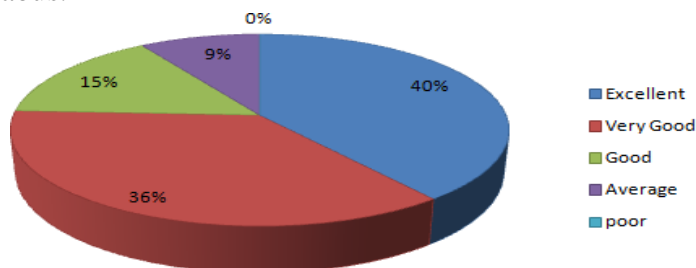
The Pie diagram shows the percentage of teachers' opinion about the syllabus



The syllabus is highly rated by the vast majority of teachers. All the respondents (excellent-59%, very good-27%, and good 14% respectively) have rated the syllabus prescribed as extremely good.

2) The logical structure of the modules in the syllabus.

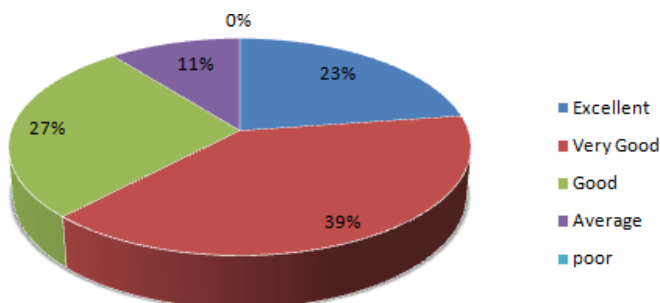
The Pie diagram represents the percentage of teachers' opinion on the logical order of the modules in the syllabus.



Majority of the teachers opined that the modules are logically structured and well-constructed. 91% of the teachers (excellent-40%, very good 36%, and good 15% respectively) rated the syllabus as a well-structured one. Only 9% of the respondents rated it as average.

3) The allocation of teaching hours is in proportionate to the time stipulated in the syllabus

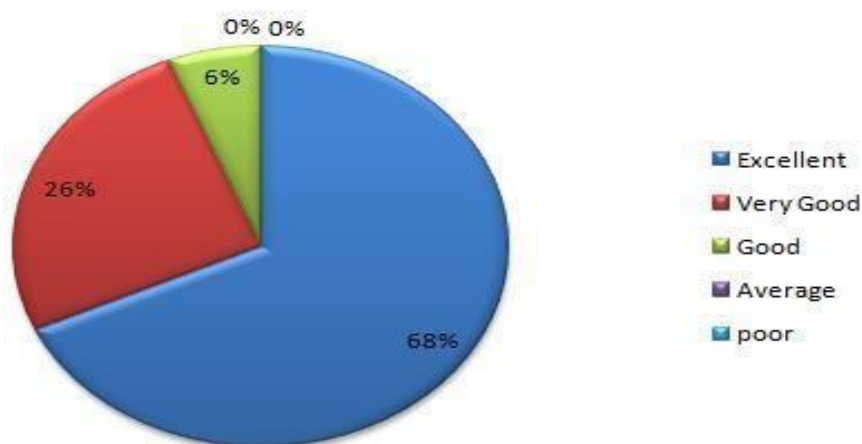
The Pie diagram shows the percentage of teachers' opinion on the proportion of time and the allocation of classes based on the syllabus.



About 23% of the teachers rated it as excellent, 39% as very good, and 27% as good. Thus, from the responses, it's quite clear that the allocation of the teaching hours is fairly in proportionate to the time stipulated in the syllabus. Only 11% of the respondents rated it as average and none as poor.

4) Availability of the syllabus-oriented books and e-resources in the library.

The Pie diagram shows the percentage of teachers' opinion on the availability of syllabus-oriented books and e-resources in the library.

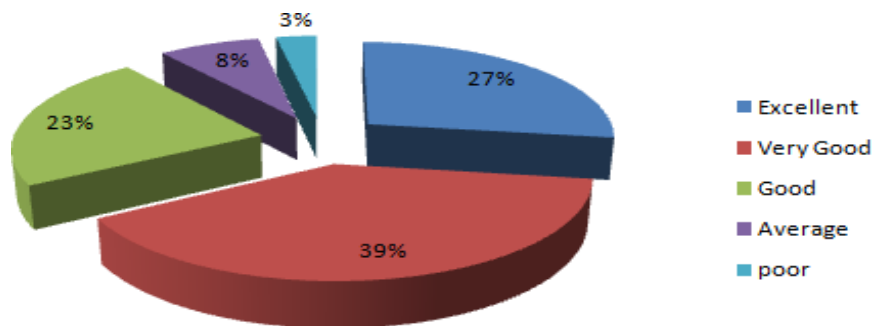


All the respondents (excellent 68%, very good 26% and good 6% respectively) have opined that the college library has an excellent collection of syllabus-oriented books and e-resources.

5) Functional and activity-orientation of the syllabus.

The diagram shows the percentage of teachers' opinion on the functional nature and activity-

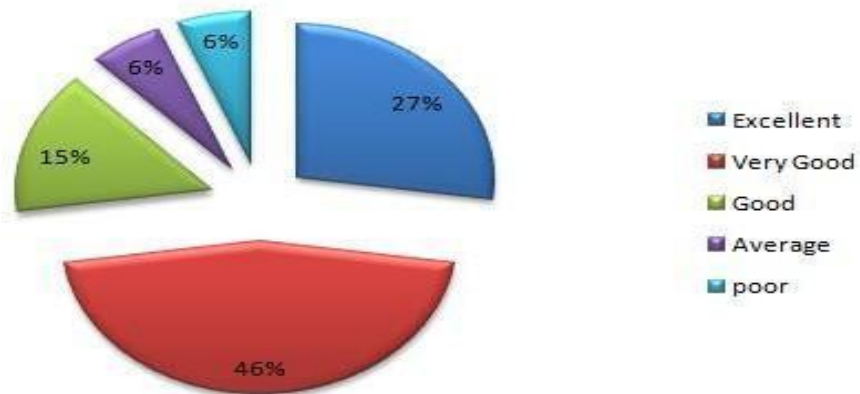
orientation of the syllabus.



About 27% of the respondents rated it as excellent, 39% as very good, and further 23% as good. Thus, from the responses, it is clear that the syllabus is fairly functional and activity oriented.

6) Competitiveness of the syllabus with the latest advancements in the subject.

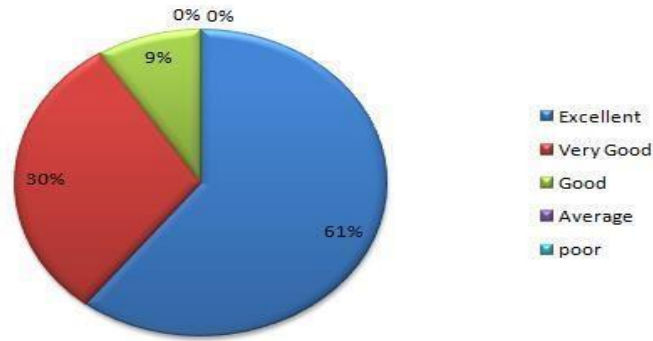
The diagram shows the percentage of teachers' opinion on the competitiveness of the syllabus with the latest advancements in the subject.



About 27% of the respondents rated it as excellent, 46% as very good, and 15 % as good. The responses state that the syllabus is to a certain extent competitive with the latest advancements in the subject.

7) Syllabus-orientation of the internal evaluation system in the college

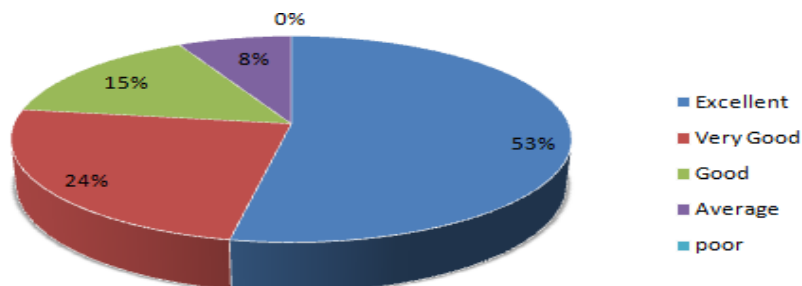
The Pie diagram shows the percentage of teachers' response on the syllabus- orientation of the internal evaluation system in the college.



All the respondents (excellent 61%, very good 30%, and good 9%) responded positively to this question, and opined that the internal evaluation system in the college and its syllabus orientation is extremely good and advisable.

8) Inculcation of values and ethics in the syllabus.

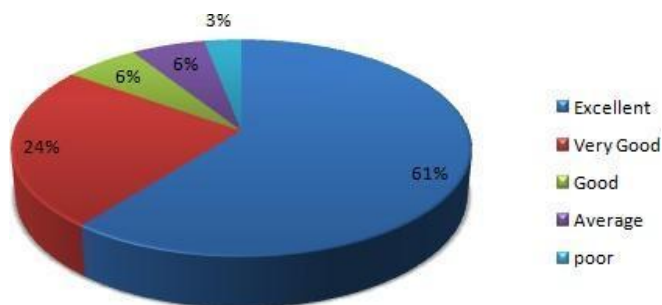
The Pie diagram shows the percentage of teachers' opinion on the inculcation of values and ethics in the syllabus.



About 53% of the respondents rated it as excellent, 24% as very good, and 15 % as good. The responses suggest that the syllabus inculcated values and ethics in students.

9) Career orientation of the syllabus.

The Pie diagram shows the percentage of teachers' opinion on career orientation of the syllabus, and its focus on skill development.



91% of the teachers (excellent 61%, very good 24% and good 6%) responded positively to the question, and opined that the syllabus is highly career oriented, and also focuses on the skill development of the students.

Suggestions

- Facilitate interaction with eminent scholars.
- Encourage students to organize academic seminars and symposiums.
- Utilization of social media platforms in teaching-learning process.

T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM

Internal Quality Assurance Cell

EMPLOYER'S FEEDBACK REPORT

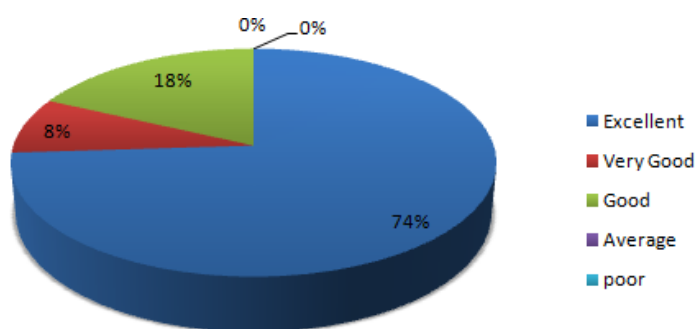
The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the concerned departments collects employers' feedback on syllabus and the overall performance of the college annually. A specified sample collected through look campus is taken for the analysis. A well designed and structured questionnaire, compiled both in English and the vernacular language has been used to collect the responses. The employers were given an opportunity to rate the syllabus on a seven scale measurement. The objective of the feedback is to analyze the quality of the academic activities in the college, the job orientation of the syllabus, the co-curricular activities in the college, and the contribution of the college in instilling values and ethics. It also tries to evaluate the overall personality development of the ward during and after the course of study, the improvement in the academic output of the ward, and the facilities provided by the college.

The report tries to give a clear picture regarding the employer feedback system of the college, through a systematic analysis of the responses and suggestions of the employers on each academic year. The responses on all the seven questions in the questionnaire are analyzed separately.

Employers' Feedback Analysis: 2016-2017

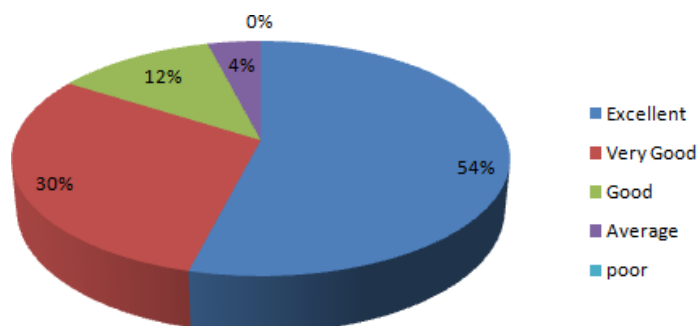
The employers' feedback of the academic year 2016-17 is given below. The opinion of the employers about the syllabus and the facilities provided by the college are measured in the five point scale (1-excellent, 2-very good, 3- good, 4-average, 5-poor). The questionnaire contains 7 questions, and each question is analyzed.

1) Relevance of the course and curriculum.



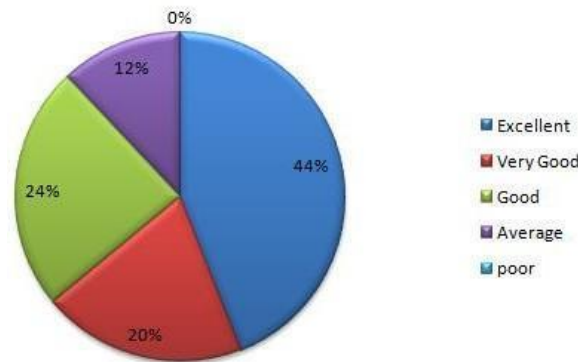
The relevance of the course and curriculum is rated highly by majority of the respondents. Respondents (excellent- 74%, very good-8%, and good 18% respectively) have rated the academic activities of the college as extremely good and recommendable. Only 7% of the respondents rated it as average.

2) Relevance of curriculum for employability



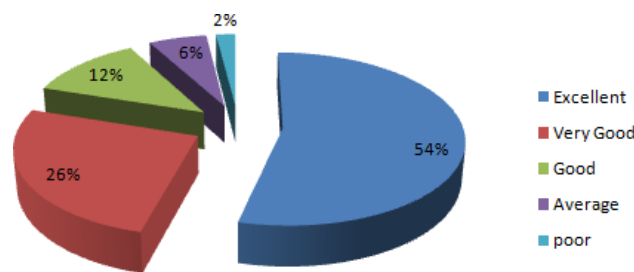
Among the respondents, excellent- 54%, very good-30%, and good 12% about the relevance of curriculum for employability. Only 4% rated it as average, and none as poor.

3) Curriculum fulfils the required orientation in human resources



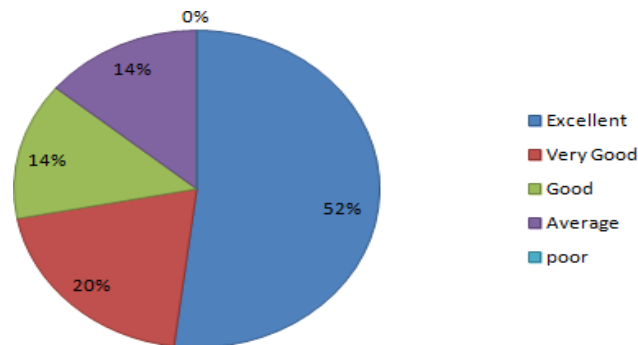
About 44% of the respondents rated it as excellent, 20% as very good, and 24% as good. Though there were a good number of responses, which rated it as excellent, the question in general has got more or less a mixed response. This shows that the syllabus orientation needs improvement. Only 12% rated it as average, and none as poor.

4) Curriculum caters the needs of industry



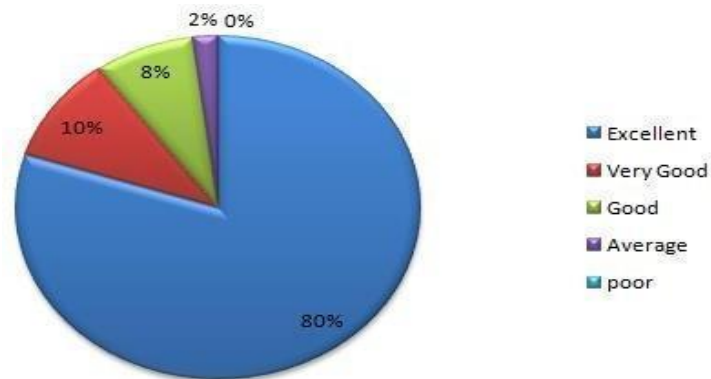
About 54% of the respondents rated it as excellent, 26% as very good, and 12% as good. The responses show that the curriculum caters the needs of industry and has a tremendous influence on their life. Only 6% rated it as average, and 2% as poor.

5) Contribution of the syllabus in the overall development in job knowledge/competency



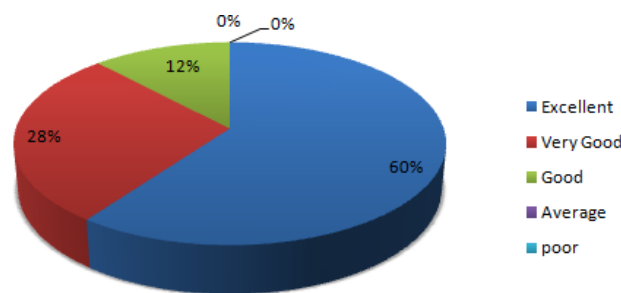
About 52% of the respondents opined it as excellent, 20% as very good, and 14% as good. Thus, a good number of employers have the opinion that the curriculum has played a major role in the overall development in job knowledge/competency. Only 14% rated it as average, and none as poor.

6) Curriculum motives to start ventures



98% of the respondents (excellent 80%, very good 10% and good 8% respectively) have opined that the curriculum motives to start ventures. 2% of the respondents rated it as average, and none as poor.

7) Syllabus bridges the gap between Industry and Academics



All the respondents (excellent 60%, very good 28% and good 12%) responded positively to the question, and opined that the syllabus bridges the gap between Industry and Academics. None of the respondents rated it as average and poor.

Suggestions:

- Make the students acquainted with socially relevant topics.
- Make the syllabus more careers oriented.
- Conduct regular industrial visits.

T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM

Internal Quality Assurance Cell

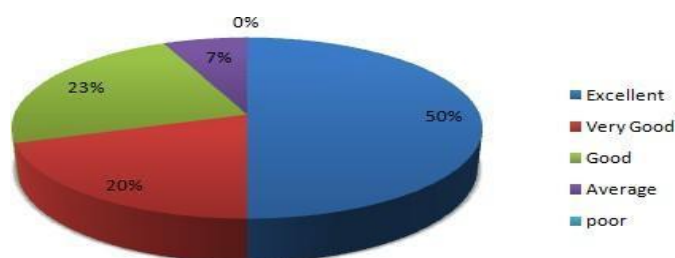
ALUMNI FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the alumni associations of the college collects alumni feedback on syllabus and the facilities provided by the college annually. A specified sample of 10%, which is collected from the annual alumni meetings, is taken for the analysis. A well designed and structured questionnaire has been used to collect the responses. The members of the alumni associations were given an opportunity to rate the syllabus and the facilities provided by the college on a five scale measurement. The objective of the feedback is to analyze the importance and relevance of the course and curriculum, the functional nature of the course, the co-curricular activities in the college, and the influence of campus environment of the college in their life. It also tries to evaluate the contribution of the college in their overall personality development, the career orientation of the syllabus, and also the infrastructure and facilities provided by the college.

Alumni Feedback Analysis: 2016-2017

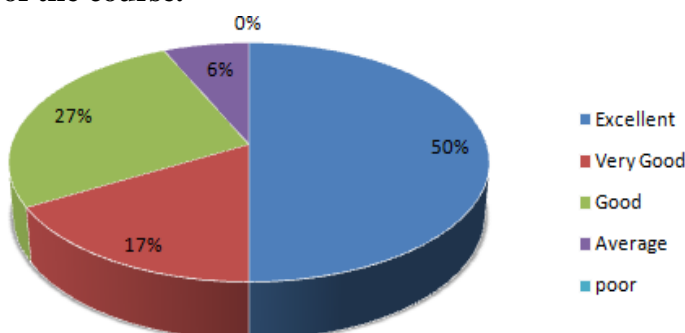
The alumni feedback of the academic year 2016-17 is given below. The opinion of the alumni about the syllabus and the facilities provided by the college are measured in the five point scale (1-excellent, 2-very good, 3- good, 4-average, 5-poor). The questionnaire contains 7 questions, and each question is analyzed.

1) Relevance of the course and curriculum.



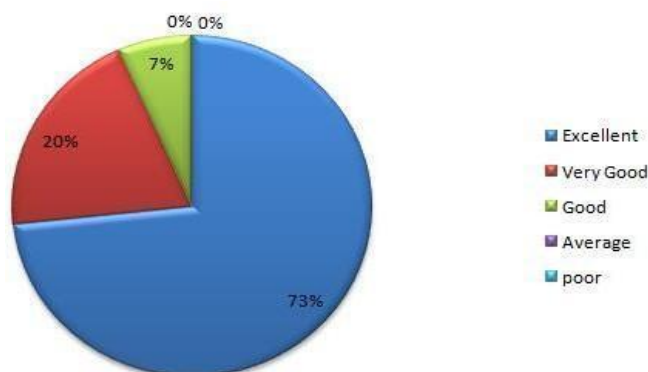
The relevance of the course and curriculum is rated highly by majority of the respondents. About 50% of the respondents rated it as excellent, 20% as very good, and 23% as good. Only 7% of the respondents rated it as average.

2) Functional nature of the course.



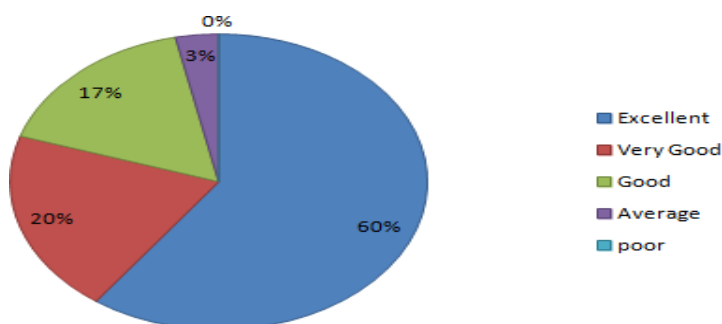
Majority of the respondents rated it as excellent (50%). About 17% rated it as very good and 27% as good. Only 6% of the respondents rated it as average, and none as poor. Thus the opinion states that the course prescribed was fairly functional in nature.

3) Co-curricular activities in the college.



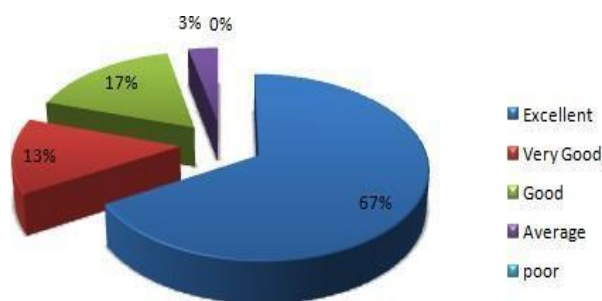
A vast majority of the respondents rated the question as excellent (73%). Another 20% rated it as very good and 7% as good. Thus the opinion states that the co-curricular activities in the college are extremely good. None of the respondents rated it as average and poor.

4) Influence of campus environment of the college in your life.



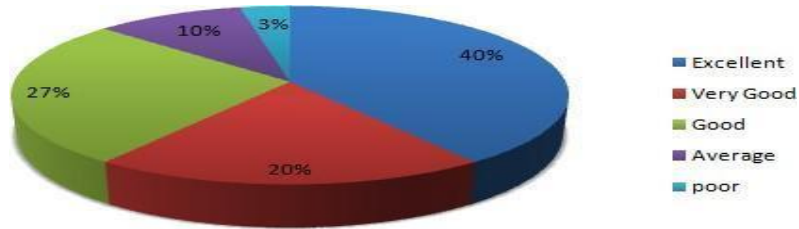
About 60% of the respondents rated it as excellent, 20% as very good and 17% as good. Thus, majority of the respondents opined that the campus environment of the college has got tremendous influence on their life. Only 3% of the respondents rated it as average, and none as poor.

5) Contribution of the college in the overall personality development.



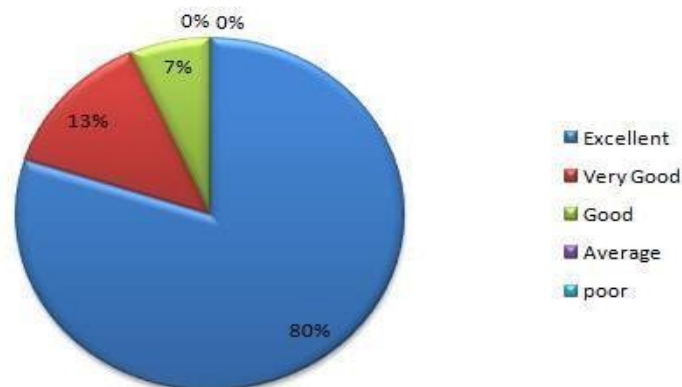
About 67% of the respondents rated it as excellent, 13% as very good, and 17% as good. Infine, a good percentage of the respondents opined that the college has greatly contributed to their overall personality development. Only 3% rated it as average, and none as poor.

5) Syllabus was job oriented.



About 40 % of the respondents rated it as excellent, 20% as very good, and 27% as good. Only 10% rated it as average, and another 3% as poor. The opinion shows a mixed response, which clearly suggests that the job orientation of the syllabus needs improvement.

6) Infrastructure and facilities provided by the college



Majority of the respondents (excellent 80%, very good 13% and good 7%) responded positively to the question, and opined that the infrastructure and facilities provided by the college is extremely good. None of the respondents rated it as average and poor.

Suggestions

- Online submission of assignments and facilitating anti-plagiarism software usage.
- Technological up gradation of every class room.
- Conduct more International and National seminars.
- Encourage participatory learning.