



## **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.

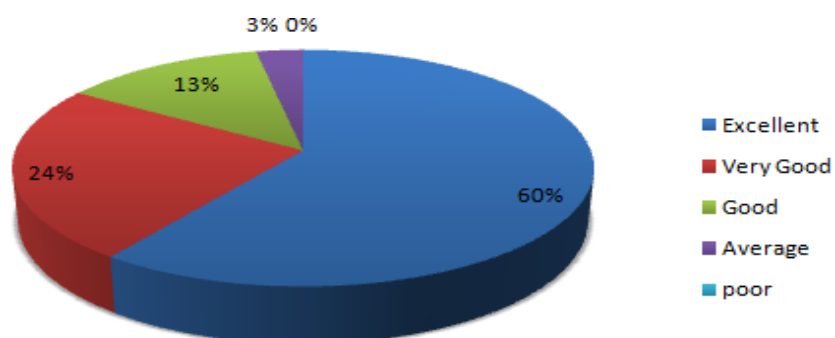
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the students on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

## Students' Feedback Analysis: 2017-2018

Students' opinion on 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

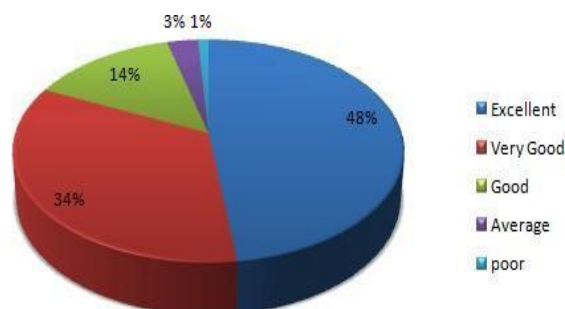
The Pie diagram shows the percentage of students' opinion about the syllabus



The syllabus is highly rated by the majority number of students. About 60% of the respondents rated it as excellent, 24% as very good, and 13% as good respectively. Only 3% rated it as average, and none as poor. The mean value obtained is 4.25 with a standard deviation of 0.7. The mean value states that the syllabus prescribed is extremely good and recommendable.

### 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.

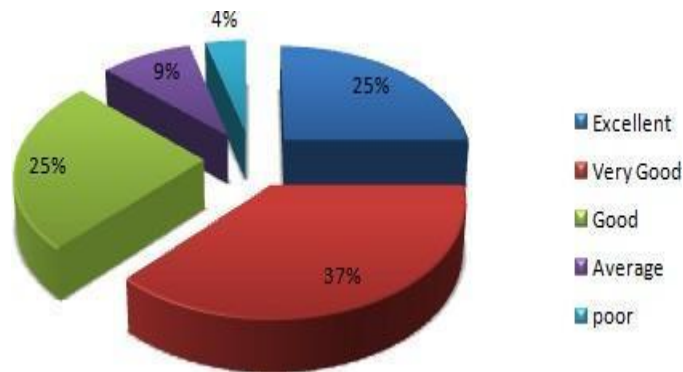


Majority of the students opined that the modules are logically structured and well

constructed. About 48% of the students rated it as excellent, 34% as very good, and 14% as good respectively. Only 3% rated it as average and 1% as poor. The mean value obtained is 4.25, with a standard deviation of 0.5. The high mean value obtained suggests that the syllabus prescribed is a well structured one.

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

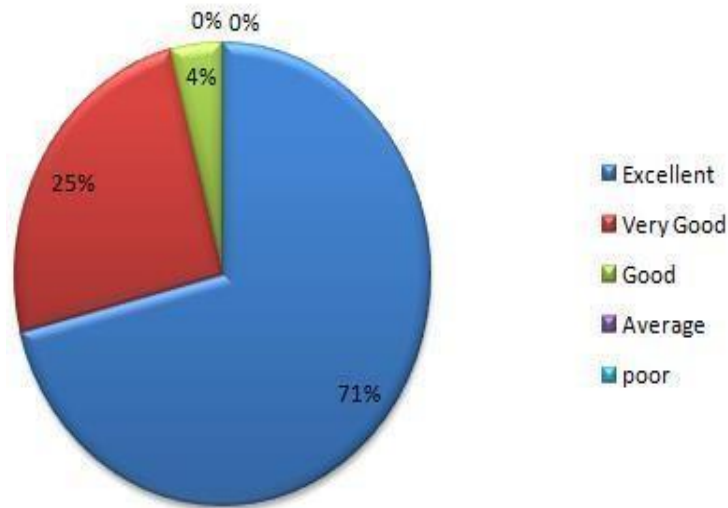
The diagram shows the percentage of students' opinion on the proportion of time and the allocation of classes based on the syllabus.



About 25% of the students rated the allocation of teaching hours as excellent, 37% as very good, and 25% as good respectively. About 9% of the respondents rated it as average, and 4% as poor. The mean value obtained is 3.7, with a standard deviation of 0.9. The mean value obtained suggests that the allocation of teaching hours and its proportion to the time stipulated in the syllabus needs improvement.

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

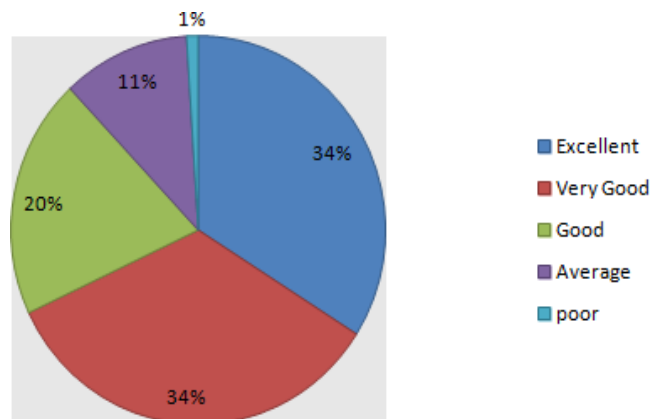
The Pie diagram shows the percentage of students' opinion on the availability of syllabus-oriented books and e-resources in the library.



The majority of the respondents (excellent 71%, very good 25%) opined that the college library has an excellent collection of syllabus-oriented books and e-resources. Only 4% rated it as good and none as average and poor. The mean value obtained is 4.67 with a standard deviation of 0.5.

### 5) Functional and activity-orientation of the syllabus.

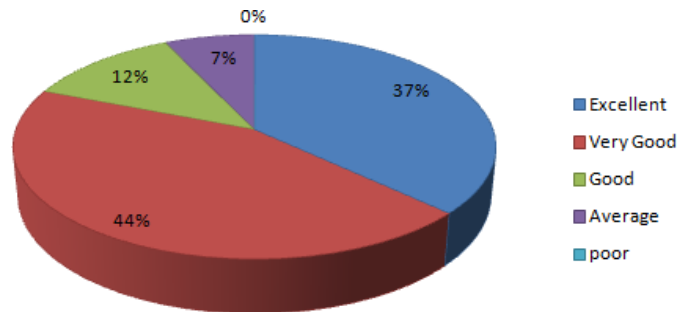
The Pie diagram shows the percentage of students' opinion on the functional nature and activity-orientation of the syllabus.



More than 34% rated it as excellent, 34% as very good, and 20% good respectively. About 11% of the respondents rated it as average and 1% as poor. 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 3.89 with a standard deviation of 0.8.

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

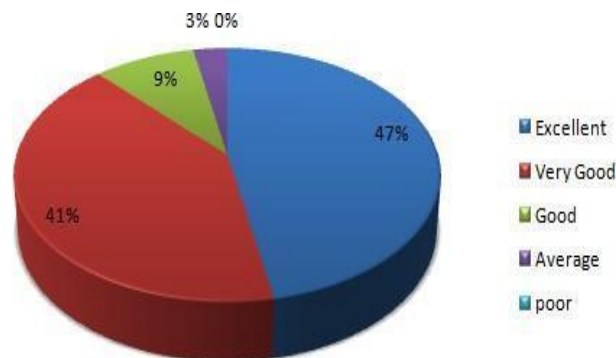
The Pie diagram shows the percentage of students' opinion on the competitiveness of the syllabus with the latest advancements in the subject.



More than 37% of the respondents rated it as excellent, 44% as very good, and 12% as good respectively. Thus, the responses show that the syllabus is competitive enough with the latest advancements in the subject. The mean value of the obtained is 4.91 with a standard deviation of 0.8.

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

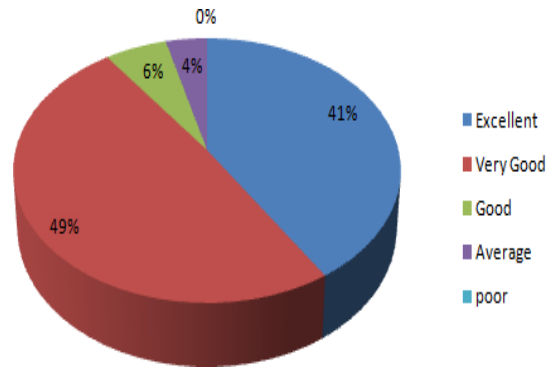
The Pie diagram shows the percentage of students' response on the syllabus- orientation of the internal evaluation system in the college..



.Almost all the students of the college responded positively to this question. 88% of the students (excellent 47% and very good 41%) opined that the internal evaluation system in the college and its syllabus orientation is extremely good. Only 9% rated it as good and 3% as average. The mean value obtained is 4.32 with a standard deviation of 0.7.

### 8) Inculcation of values and ethics in the syllabus

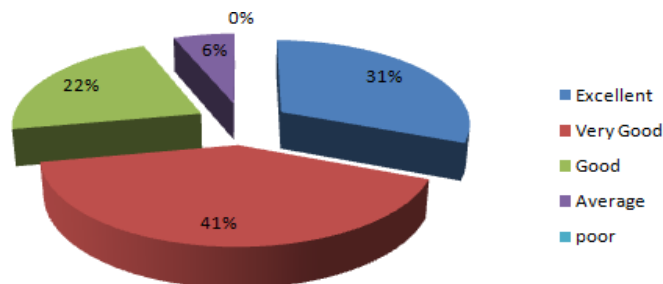
The Pie diagram shows the percentage of students' opinion on the inculcation of values and ethics in the syllabus.



More than 41% of the students rated it as excellent, 49% as very good, and 6 % good respectively. The respondents of Arts streams opined that their syllabus inculcated much values and ethics, when compared with other streams. The mean value obtained is 4.27 with a standard deviation of 0.8.

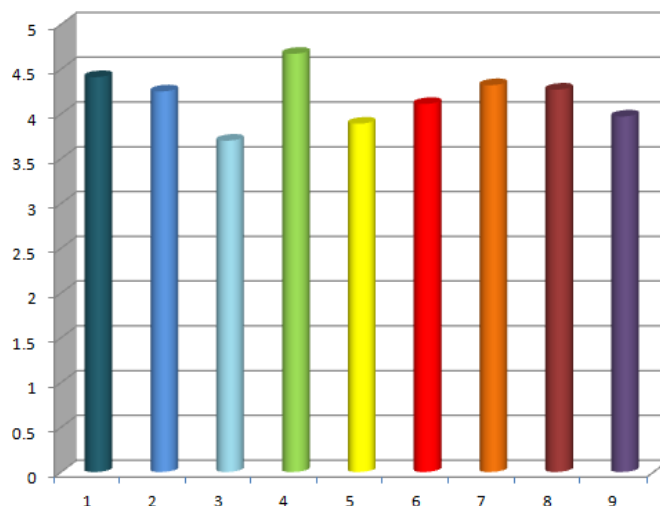
### 9) Career orientation of the syllabus.

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



More than 31% of the students rated it as excellent, 41% as very good, and 22% as good respectively. About 6% of the respondents rated it as average, and none as poor. The mean value obtained is 3.97, with a standard deviation of 0.8. The mean value derived suggests that the career-orientation of the syllabus needs improvement.

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 competitiveness of the syllabus with the latest advancements in the subject, 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. The availability of the syllabus- oriented books and e-resources in the library has got the highest mean value above 4.5. 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.

### Suggestions

- Provide more focus on practical learning
- Organize national and international seminars
- Organize cultural activities

## **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.

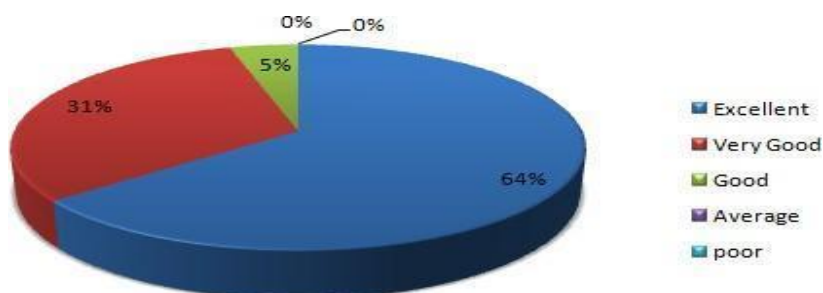
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the teachers on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

## Teachers' Feedback Analysis: 2017-2018

The teachers' feedback collected on the academic year 2015-16 is given below. Teachers' opinion about the syllabus is 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.

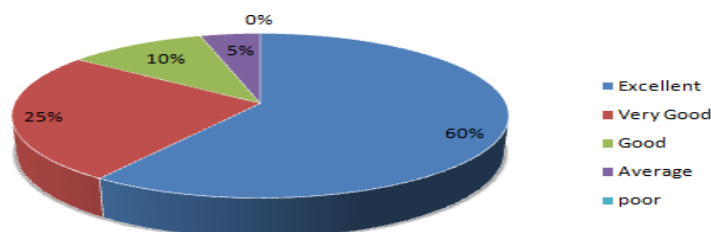


The syllabus is highly rated by the vast majority of teachers. All the respondents ( excellent- 64%, very good-31%, and good 5% respectively) have rated the syllabus prescribed as extremely good.

### 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.

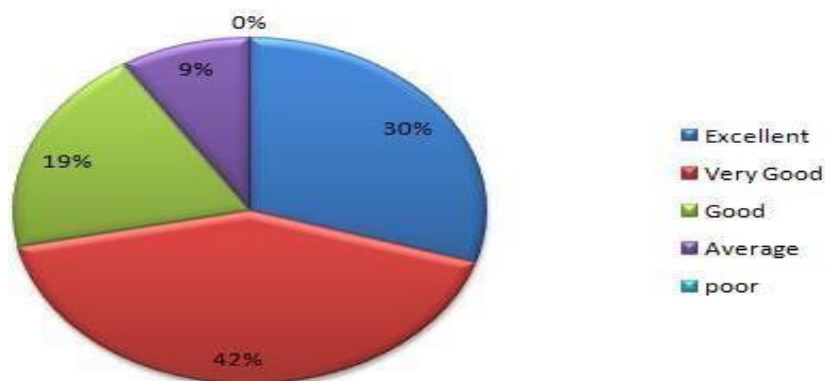
Majority of the respondents opined that the modules are logically structured and well



constructed. About 95% of the teachers (excellent-60%, very good 25%, and good 10%) rated the syllabus as a well structured one. Only 5% of the respondents rated it as average.

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

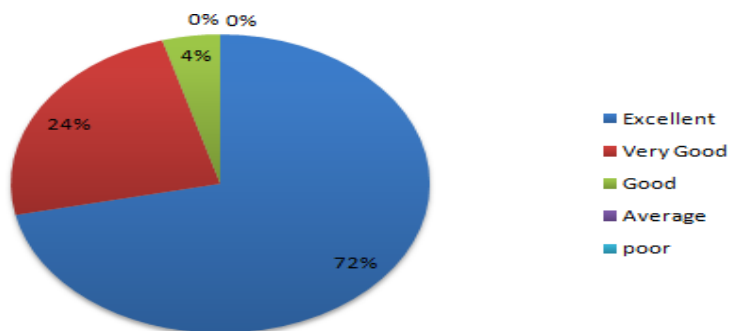
The Pie diagram shows the percentage of teachers' opinion on the proportion of time and the allocation of classes based on the syllabus.



About 30% of the teachers rated it as excellent, 42% as very good, and 19% as good. The responses suggest that the allocation of teaching hours is fairly in proportionate to the time stipulated in the syllabus. Only 9% of the respondents rated it as average.

#### 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.

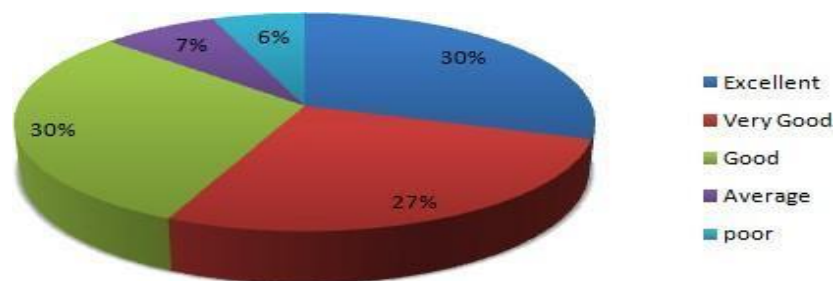


All the respondents (excellent 72%, very good 24% and good 4% respectively) have opined that the college library has an excellent collection of syllabus-oriented books and e-resources.

#### 5) Functional and activity-orientation of the syllabus.

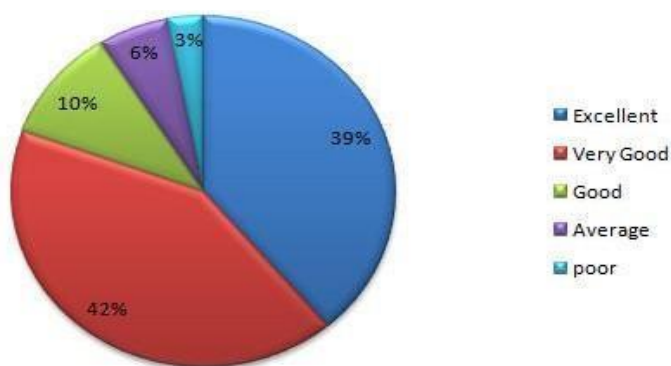
The Pie diagram shows the percentage of teachers' opinion on the functional nature and activity-orientation of the syllabus.

About 30% of the respondents rated the question as excellent, 27% as very good, and 30% as good. The responses suggest that the syllabus is fairly functional and activity oriented. While 7% graded it as average, another 6% graded it as poor.



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

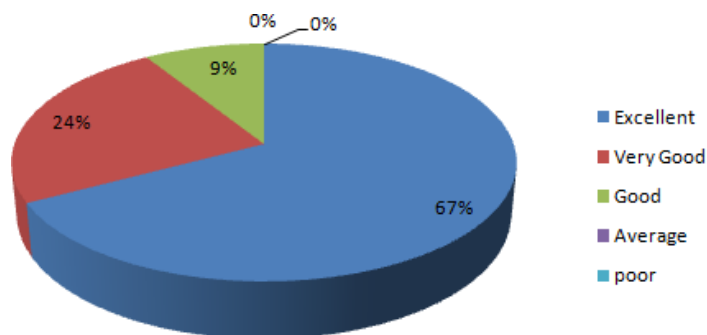
The Pie diagram shows the percentage of teachers' opinion on the competitiveness of the syllabus with the latest advancements in the subject.



More than 91% of the respondents (excellent 39%, very good 42% and good 10 %) opined that the syllabus is highly competitive with the latest advancements in the subject. Only 9% had a different opinion.

### 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.

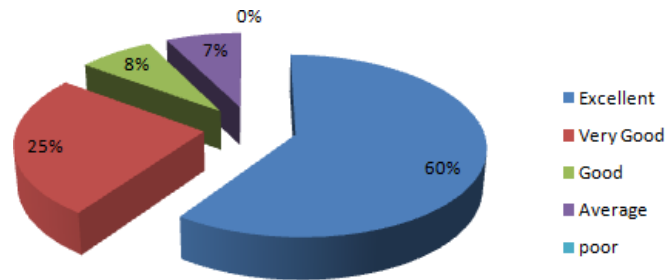


All the respondents (excellent 67%, very good 24%, and good 9%) have responded positively to this question, and opined that the internal evaluation system in the college and its

syllabus orientation is extremely good and advisable.

### 8) Inculcation of values and ethics in the syllabus

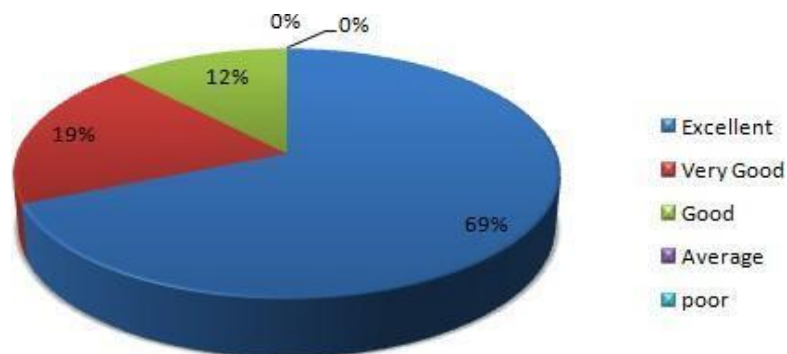
The diagram shows the percentage of teachers' opinion on the inculcation of values and ethics in the syllabus.



About 93% of the respondents (excellent-60%, very good 25%, and good 8 %) opined that the syllabus inculcated values and ethics in students. Only 7% had rated it as average.

### 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.



All the teachers (excellent 69%, very good 19% and good 12%) have 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

- Organize field trips to instill practical knowledge in students.
- Encourage students to engage in social service activities.
- Encourage participatory learning

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

Internal Quality Assurance Cell

### **EMPLOYER'S FEEDBACK REPORT**

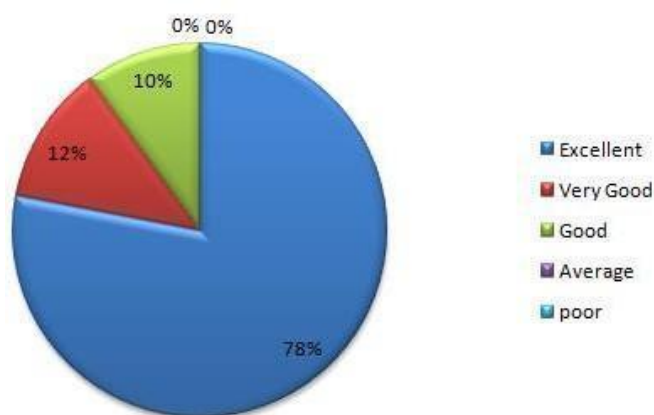
The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the concerned departments collects employers' feedback on syllabus and the overall performance of the college annually. A specified sample collected through look campus is taken for the analysis. 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: 2017-2018

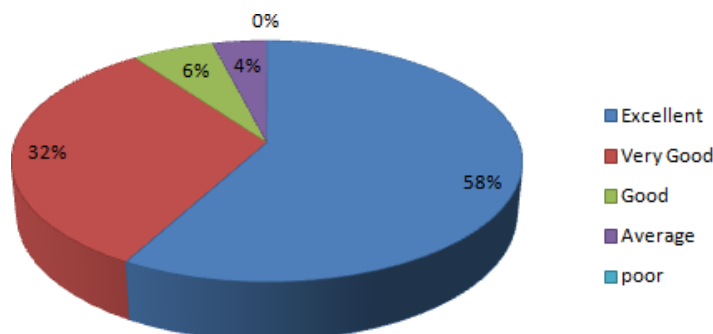
The employers' feedback of the academic year 2017-18 is given below. The opinion of the employers about the syllabus and the facilities provided by the college are measured in the five point scale (1-excellent, 2-very good, 3- good, 4-average, 5-poor). The questionnaire contains 7 questions, and each question is analyzed.

### 1) Relevance of the course and curriculum.



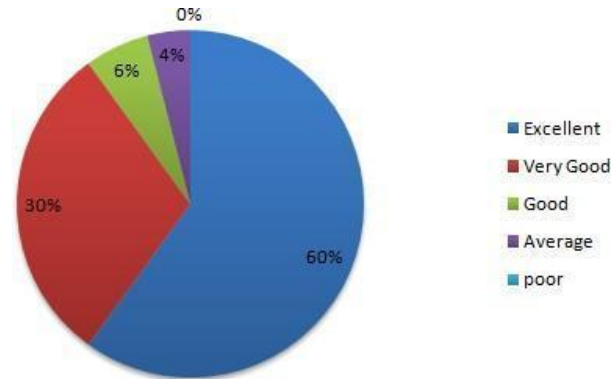
The relevance of the course and curriculum is rated highly by majority of the respondents. All the respondents ( excellent- 78%, very good-12%, and good 10% respectively) have rated the academic activities of the college as extremely good and recommendable. None has rated it as average and poor.

### 2) Relevance of curriculum for employability



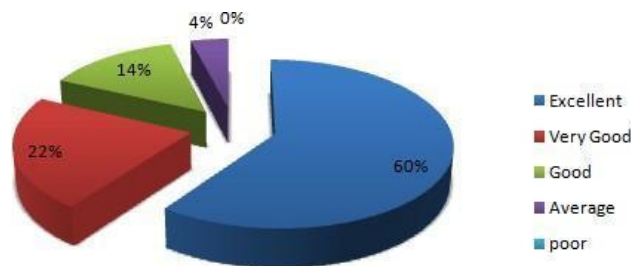
Among the respondents, excellent- 58%, very good-32%, and good 6% about the relevance of curriculum for employability. Only 4% rated it as average, and none as poor.

### 3) Curriculum fulfils the required orientation in human resources



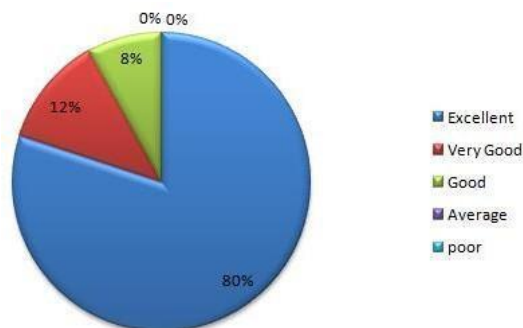
About 60% of the respondents rated it as excellent, 30% as very good, and 6% as good. Though there were a good number of responses, which rated it as excellent, the question in general has got more or less a mixed response. This shows that the syllabus orientation needs improvement. Only 4% rated it as average, and none as poor.

### 4) Curriculum caters the needs of industry



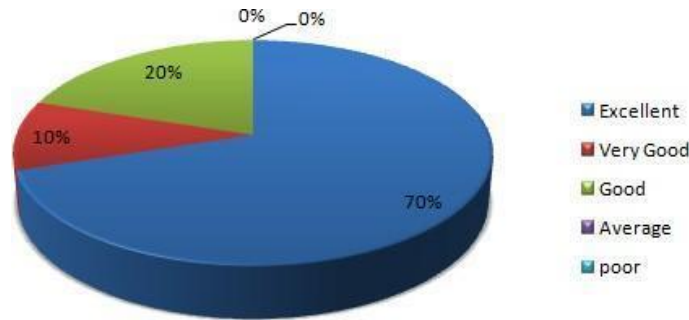
About 60% of the respondents rated it as excellent, 22% as very good, and 14 % as good. The responses show that the curriculum caters the needs of industry and has a tremendous influence on their life. Only 4% rated it as average, and none as as poor.

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



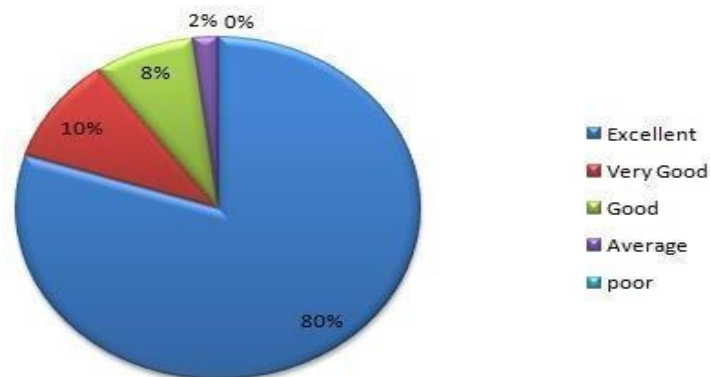
About 80% of the respondents opined it as excellent, 12% as very good, and 8 % as good. Thus, a good number of employers have the opinion that the curriculum has played a major role in the overall development in job knowledge/competency. None of the respondents rated it as average and poor.

**6) Curriculum motives to start ventures**



All the respondents (excellent 70%, very good 10% and good 20% respectively) have opined that the curriculum motives to start ventures. None of the respondents rated it as average and poor.

**7) Syllabus bridges the gap between Industry and Academics**



All the respondents (excellent 80%, very good 10% and good 8%) responded positively to the question, and opined that the syllabus bridges the gap between Industry and Academics. 2% of the respondents rated it as average and none as poor.

**Suggestions:**

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

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

Internal Quality Assurance Cell

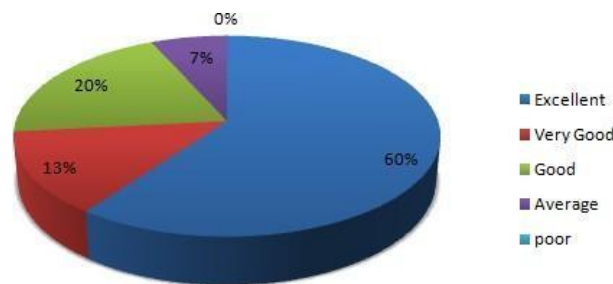
### **ALUMNI FEEDBACK REPORT**

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: 2017-18

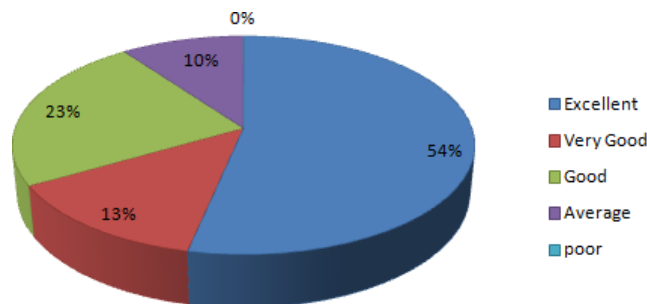
The alumni feedback of the academic year 2017-18 is given below. The opinion of the alumni about the syllabus and the facilities provided by the college are measured in the five point scale (1-excellent, 2-very good, 3- good, 4-average, 5-poor). The questionnaire contains 7 questions, and each question is analyzed.

### 1) Relevance of the course and curriculum.



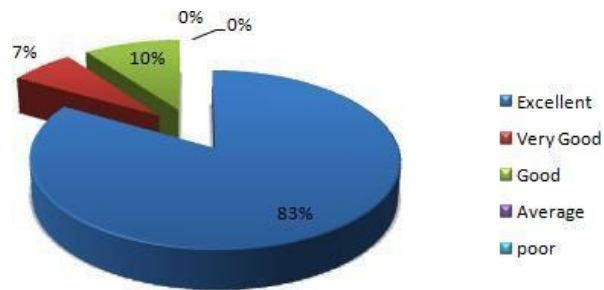
The relevance of the course and curriculum is rated highly by all the respondents. Almost 93% of the respondents ( excellent- 60%, very good-13%, and good 20% respectively) have rated it as relevant and extremely recommendable. Only 7% of the respondents rated it as average, and none as poor.

### 2) Functional nature of the course



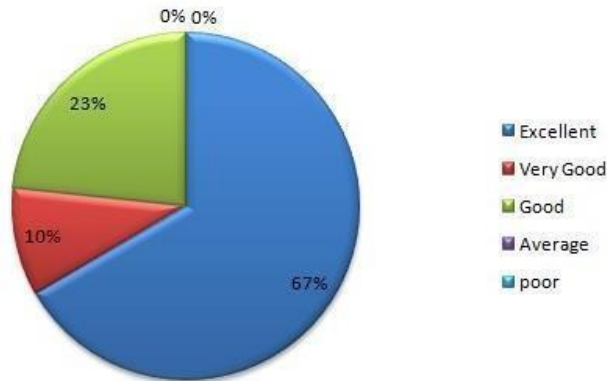
About 54% of the respondents rated it as excellent, 13% as very good, and 23% as good. The responses state that the course prescribed was highly functional in nature. Only 10% of the respondents rated it as average, and none as poor.

### 3) Co-curricular activities in the college.



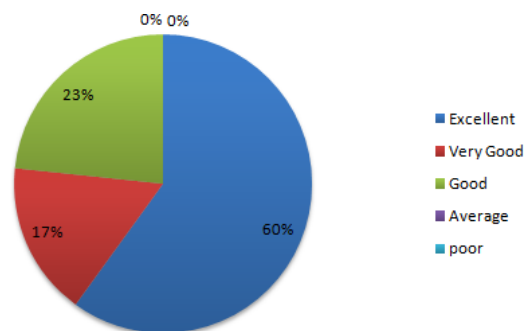
All the respondents (excellent 83%, very good 7% and good 10% respectively) have opined that the co-curricular activities of the college are extremely good. None of the respondents rated it as average and poor.

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



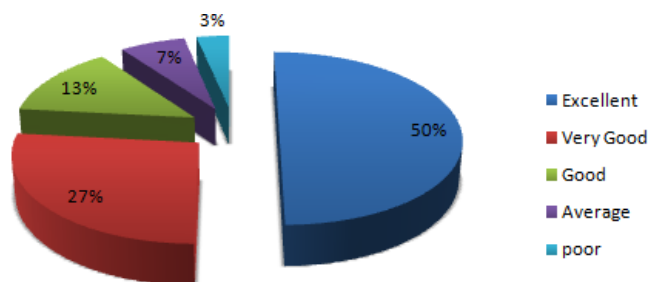
About 67% of the respondents rated it as excellent, 10% as very good, and 23% as good. The responses suggest that the campus environment of the college has got tremendous influence on their life. None of the respondents rated it as average and poor.

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



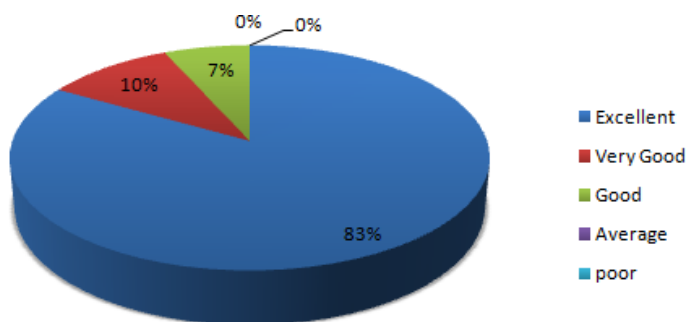
About 60% of the respondents rated the question as excellent, 17% as very good and 23% as good. Thus the opinion states that the college has greatly contributed to their overall personality development. None of the respondents rated it as average and poor.

### 6) Syllabus was job oriented.



About 50% of the respondents rated it as excellent, 27% as very good, and 13% as good. The responses collected suggest that the syllabus was fairly job- oriented. Only 7% rated it as average, and another 3% as poor.

### 7) Infrastructure and facilities provided by the college



All the respondents (excellent 83%, very good 10% 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

- Expansion of research centres in the college.
- Encourage students to use e-learning resources
- Provide soft skill and communicative skill training to every student.
- Provide personality development training.