



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

Internal Quality Assurance Cell

STUDENTS' FEEDBACK REPORT

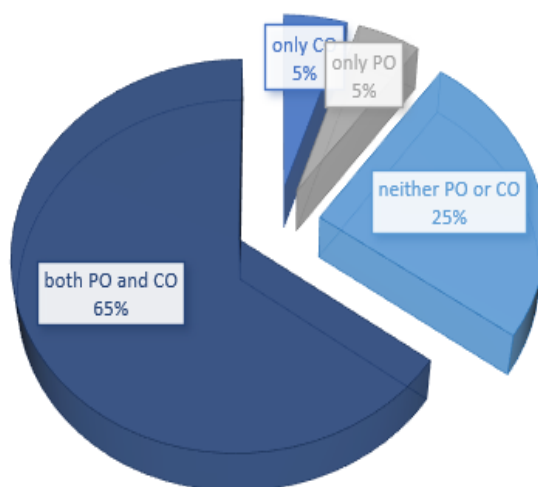
The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, Kollam, in association with the various departments in the college collects students' feedback on syllabus annually. A specified sample from the students in proportionate to the strength of each batch is taken for the study. A well designed and structured questionnaire has been used to collect the responses. The 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 as well.

The student feedback of the academic year 2018-19 is analyzed and is given below. The views and opinions of the students about the syllabus in detail are provided. The questionnaire contains 10 questions and each question is analyzed and given below.

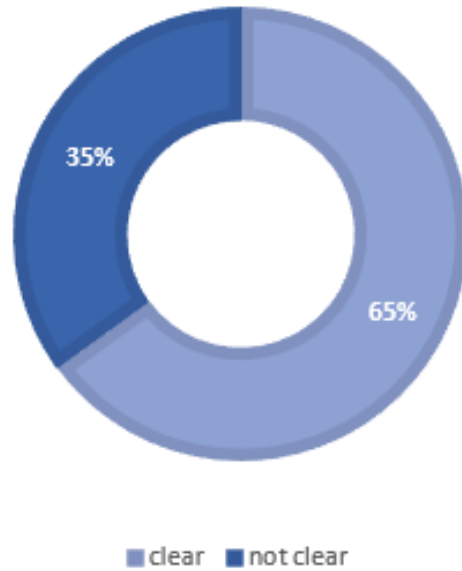
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The responses on Programme Outcome and Course Outcome are average. About 65% of the respondents opined that both PO and CO is stated separately in the syllabus as relevant and it is extremely recommendable. About 25% of the respondents are of the opinion that neither PO nor CO is stated in the syllabus. Another 5% of the respondents rated that only PO is stated, and the remaining 5% rated that only CO is stated.



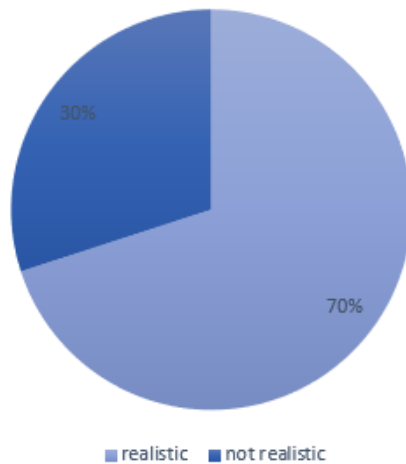
2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

The learning outcomes in the syllabus are analyzed, and about 65% of the respondents stated that learning outcomes are clear and specific. The remaining 35% of the respondents rated that learning outcomes are not clear and specific.



3. THE LEARNING OUTCOMES ARE REALISTIC.

The realistic nature of learning outcomes in the syllabus is analyzed, and about 70% the stakeholders opined that the learning outcomes are realistic. The remaining 30% of the respondents rated that learning outcomes are not realistic.



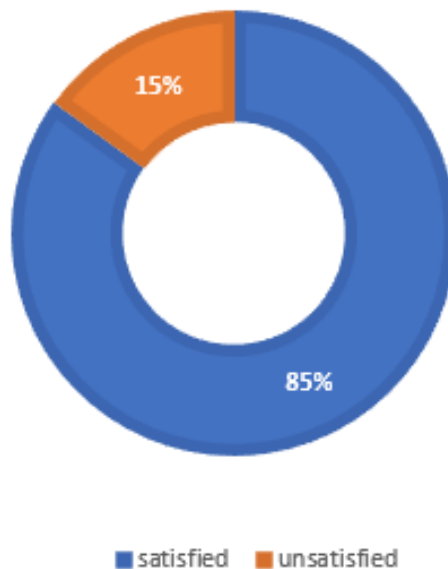
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

About 80% of the respondents responded positively to this question and opined that they are completely satisfied by the way in which the assessment is conducted. Only 20% of the stakeholders rated that they are unsatisfied by the way in which the assessment is conducted.



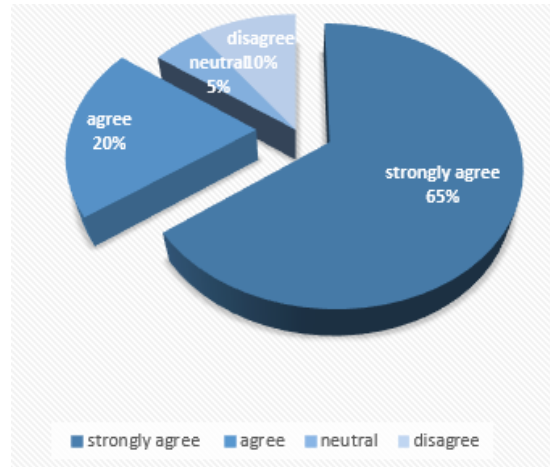
5. IS THE SYLLABUS ACTIVITY ORIENTED?

About 85% of the respondents responded positively to this question, and opined that the syllabus is completely activity oriented. Only 15% rated that the syllabus is not activity oriented.



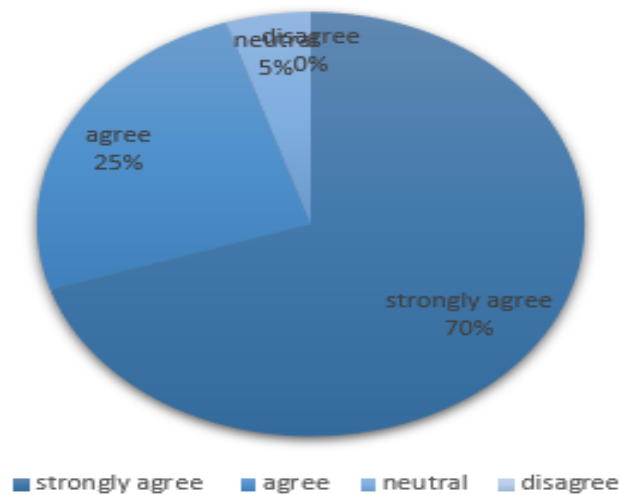
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

The question about skill development is highly rated by the majority of the respondents (strongly agree - 65%, and agree-20%). On analyzing the responses, 5% of the respondents took neutral stand, whereas 10% of them disagreed with it. No one of the respondents took the option strongly disagree.



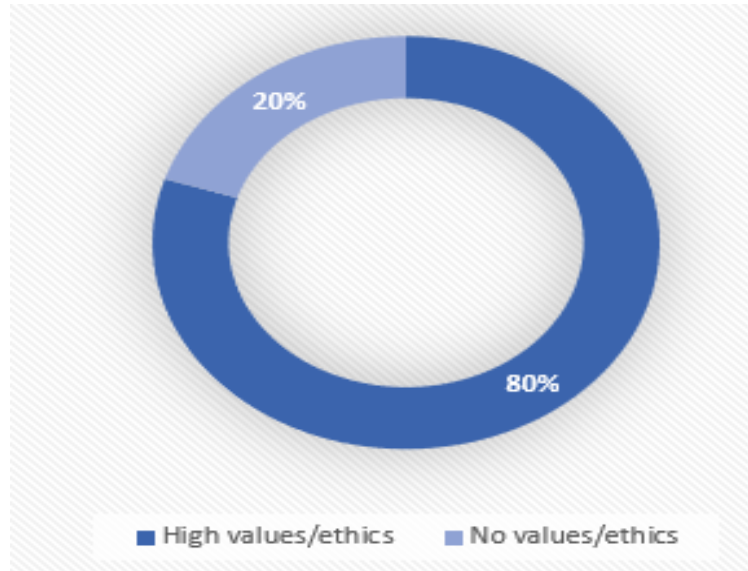
7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

This question is highly rated by the majority of the respondents (strongly agree - 70%, agree-25%). However, 5% of the respondents took the option neutral. No one took the options disagree and strongly disagree.



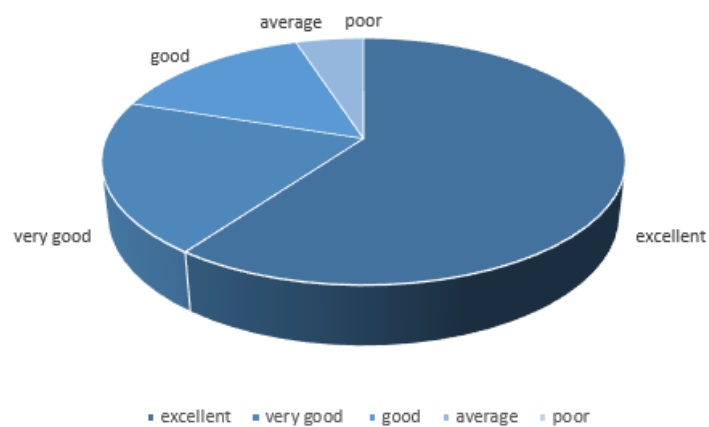
8. THE SYLLABUS HAS ITS FOUNDATION IN VALUES AND ETHICS.

About 80% of the respondents responded positively to this question, and opined that the syllabus inculcated highly values and ethics. The remaining 20% are of the opinion that the syllabus has no foundation in values and ethics.



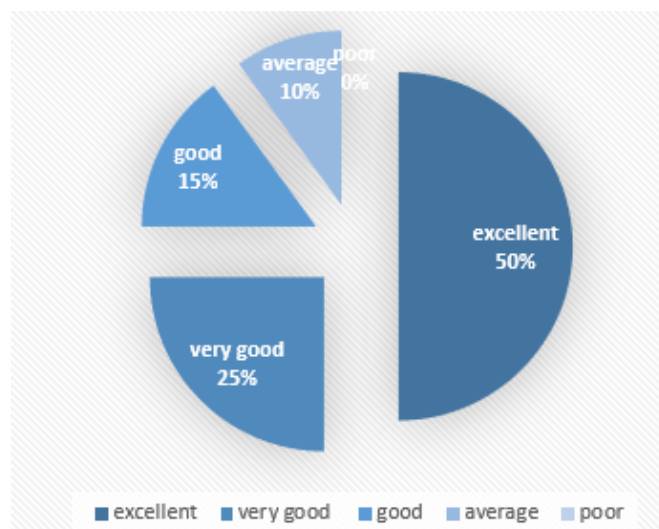
9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

About 95% of the respondents (excellent 60%, very good 20% and good 15 %) opined that the curriculum is highly relevant for employability. Only 5% of the stakeholders rated it as average, and no one as poor.



10. CONTRIBUTION OF THE SYLLABUS IN THE OVERALL DEVELOPMENT IN JOB KNOWLEDGE/COMPETENCY.

About 90% of the respondents (excellent 50%, very good 25%, and good 15%) positively responded to this question, and opined that the contribution of the syllabus in the overall development in job knowledge/competency is highly recommendable. About 10% rated it as average and none as poor.



The study 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. Thus, the study indicates 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. Moreover, the syllabus is highly competitive and relevant with the latest advancements in the subject, and has also played a major role in inculcating values and ethics to the students.

SUGGESTIONS

- Students must be given awareness regarding SLO, PO, PSO and Cos.
- Attention must be given to internal mentoring
- Adequate measures to be taken to ensure that the Learning Outcomes are realistic, clear and specific.
- Effective conduct of remedial classes.
- Focus on practical learning.
- Organize national and international seminars
- Special attention must be given to 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, Kollam, 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 objective of the feedback report 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.

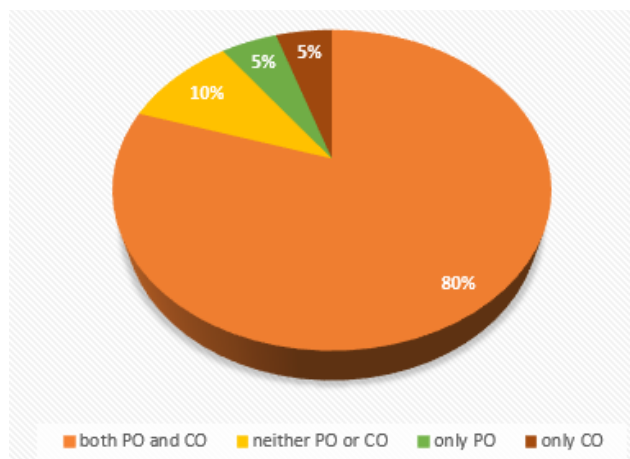
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the teachers on each academic year. The responses on all the nine questions in the questionnaire are also analyzed separately.

TEACHERS' FEEDBACK REPORT: 2018-2019

The teacher feedback of the academic year 2018-19 is analyzed and it is given below. The views and opinions of the teacher about the syllabus in detail were provided. The questionnaire contains 10 questions and each question is meticulously analyzed.

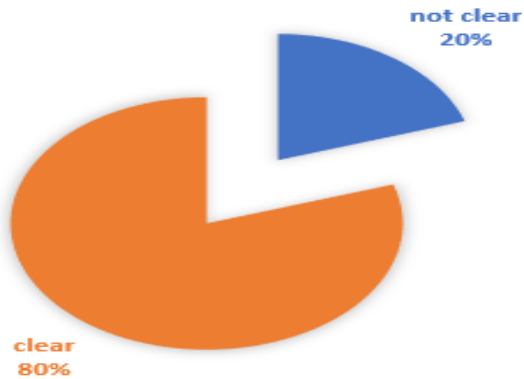
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The responses about the Programme Outcomes and Course Outcomes are average. About 80% of the respondents opined that both PO and CO is stated separately in the syllabus. About 10% of the respondents rated that neither the PO nor the CO is stated in the syllabus. Only 5% of the respondents said that only PO is stated, and the remaining 5% rated that only CO is stated.



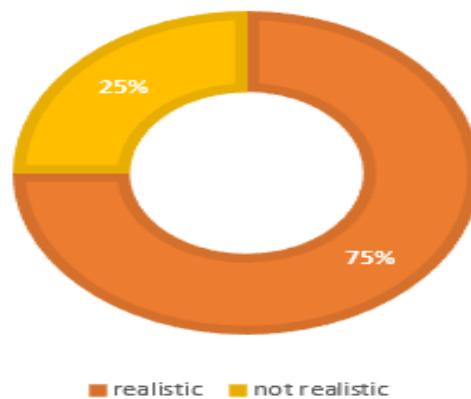
2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

The learning outcomes in the syllabus are analyzed, and about 80% of the respondents only stated that the learning outcomes are clear and specific. Remaining 20% of the respondents rated that learning outcomes are not clear and specific.



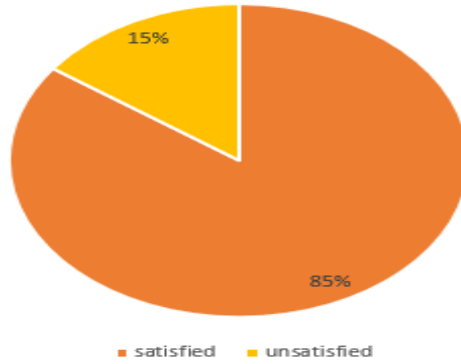
3. THE LEARNING OUTCOMES ARE REALISTIC.

The realistic nature of the learning outcomes in the syllabus is analyzed, and about 75% the respondents opined that the learning outcomes are realistic. The remaining 25% of the respondents rated that the learning outcomes are not realistic.



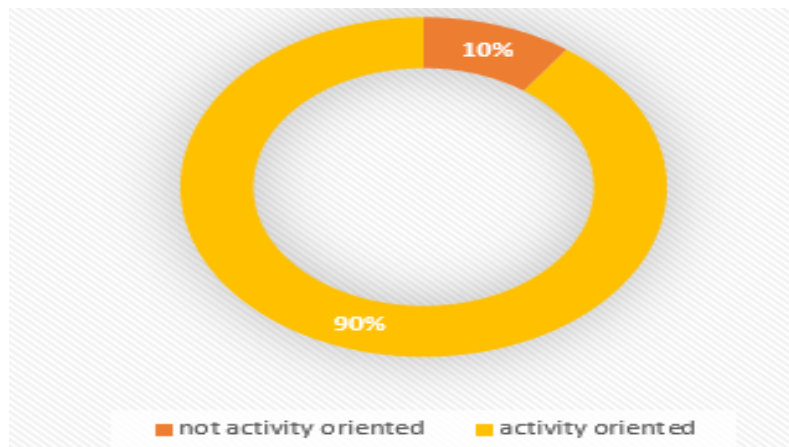
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

About 85% of the respondents responded positively to this question and opined that they are completely satisfied by the way in which the assessment is conducted. Only 15% of the stakeholders rated that they are not satisfied by the way in which the assessment is conducted.



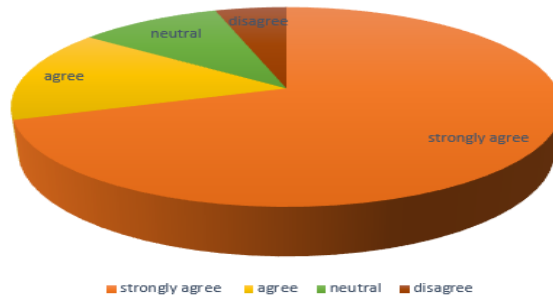
5. IS THE SYLLABUS ACTIVITY ORIENTED?

About 90% of the respondents responded positively to this question, and opined that the syllabus is completely activity oriented. Only 10% of the stakeholders rated that the syllabus is not activity oriented.



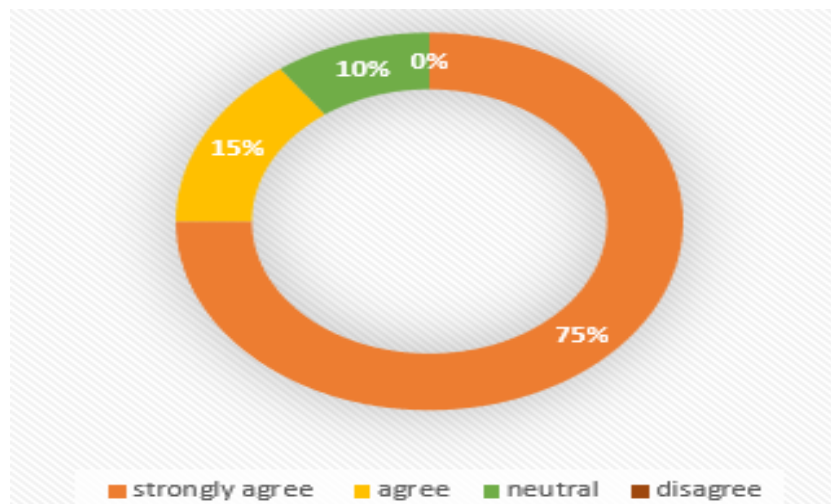
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

The question regarding the skill development is highly rated by the majority of the respondents (strongly agree - 70%, agree-15%). On analyzing the responses, only 10% of the respondents chose the option neutral, and 5% chose the option disagree. None has chosen the option strongly disagree.



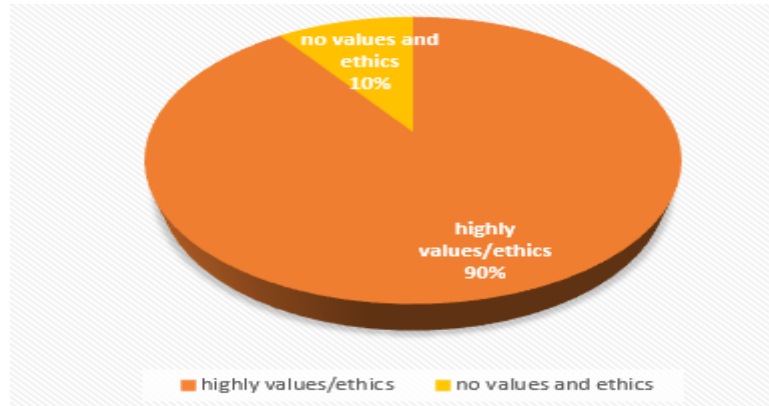
7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

The question produced extremely positive responses from the majority of respondents (strongly agree - 75%, agree-15%). However, 10% of the respondents went with the option neutral, and no one disagreed or strongly disagreed with it.



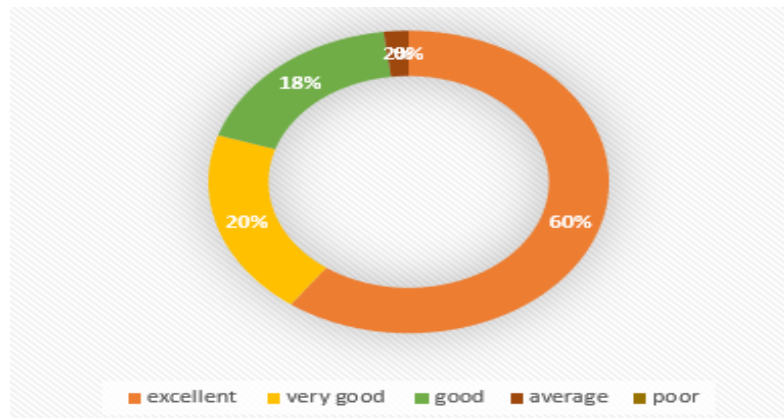
8. THE SYLLABUS HAS ITS FOUNDATION IN VALUES AND ETHICS.

About 90% of the respondents responded positively to this question, and opined that the syllabus inculcated high values and ethics. Only the remaining 10% is of the opinion that the syllabus lacked values and ethics.



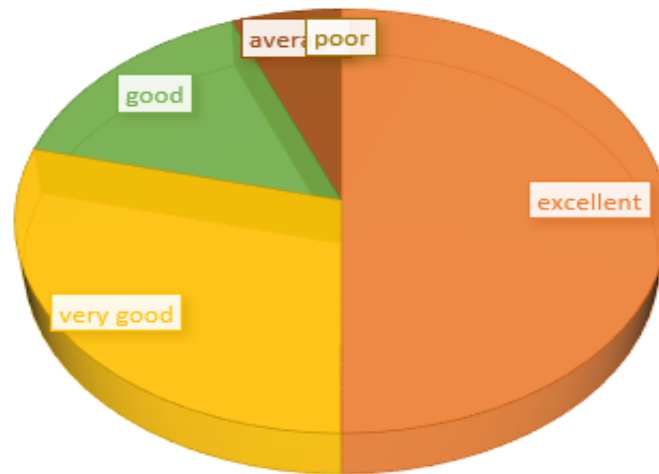
9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

About 98% of the respondents (excellent 60%, very good 20% and good 18 %) opined that the curriculum is highly relevant for employability. Only 2% of the stakeholders rated it as average, and none as poor.



10. CONTRIBUTION OF THE SYLLABUS IN THE OVERALL DEVELOPMENT IN JOB KNOWLEDGE/COMPETENCY.

About 94% of the respondents (excellent 50%, very good 29%, and good 15%) responded positively to this question, and opined that the syllabus highly contributed to the overall development in job knowledge/competency. However, 6% of the stakeholders rated it as average and none as poor.



SUGGESTIONS

- Organize workshop for students on syllabus
- Facilitate the conduct of value added courses imparting life skills.
- Encourage field trips for experiential learning.
- Encourage students to engage in social service activities
- Encourage participatory learning



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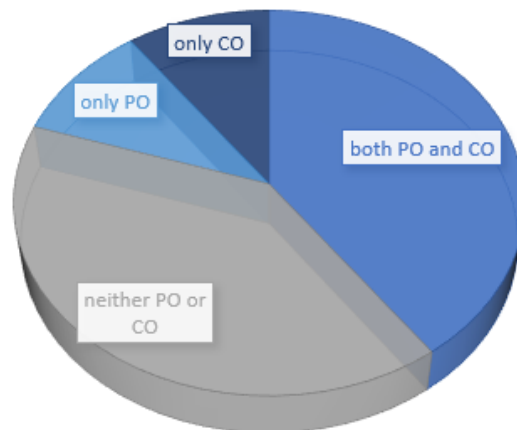
EMPLOYER FEEDBACK REPORT

The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, Kollam, in association with the alumni associations of the college collects employer feedback on syllabus and the facilities provided by the college. A specified sample 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 evaluate the syllabus in its overall development in job knowledge/competency. The objective of the feedback is to analyze whether the Programme Outcome (PO) and Course Outcome (CO) are stated in the syllabus, to ascertain the functional nature of the Learning Outcomes and the various other aspects of the syllabus in their life.

The employer feedback of the academic year 2018-19 is analyzed, evaluated and given below. The views and opinion of the employer about the syllabus is clearly meticulously described. The questionnaire contains 10 questions, and each question is analyzed separately as well.

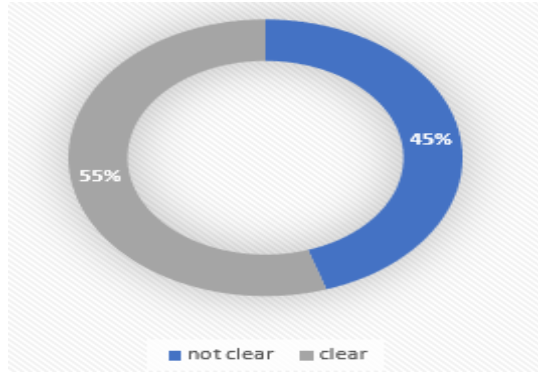
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The responses about Programme Outcome and Course Outcome are average. While 40% of the respondents opined that both PO and CO is stated separately in the syllabus, another 40% of them are of the opinion that neither PO nor CO is stated in the syllabus. Moreover, 10% of the respondents said that only PO is stated, and another 10% of the respondents rated that only CO is stated in the syllabus.



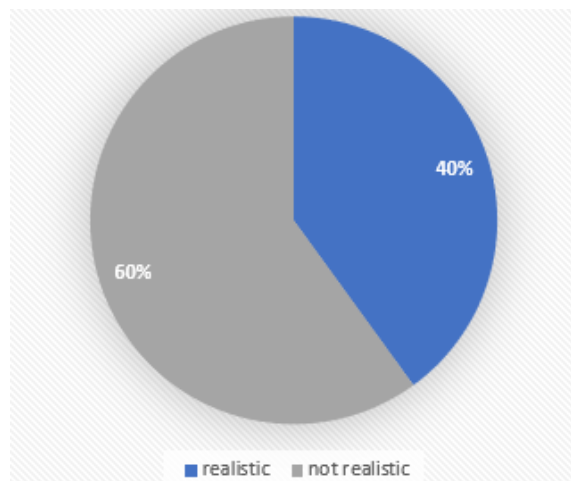
2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

The learning outcomes in the syllabus are analyzed and about 45% of the respondents opined that learning outcomes are clear and specific. The remaining 55% of the respondents rated that learning outcomes are not clear and specific.



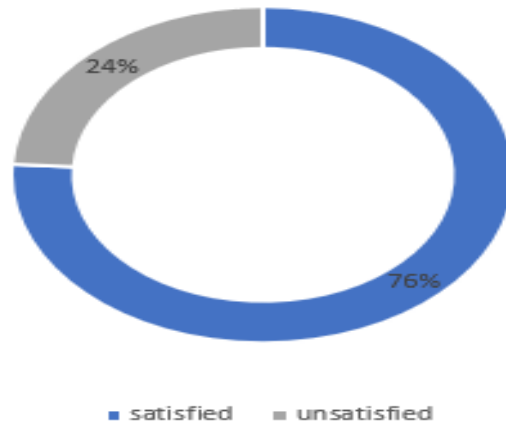
3. THE LEARNING OUTCOMES ARE REALISTIC.

The realistic nature of the learning outcomes in the syllabus are analyzed, and about 40% the respondents are of the opinion that learning outcomes are realistic. The rest of the 60% of the respondents rated that the learning outcomes are not realistic.



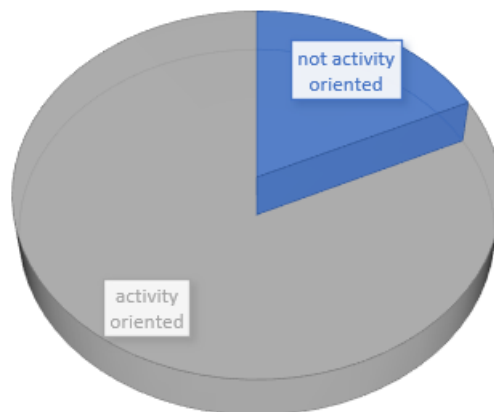
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

About 76% of the respondents responded positively to this question, and opined that they are completely satisfied by the way in which the assessment is conducted. Only 24% of them expressed that they are unsatisfied by the way in which the assessment is conducted.



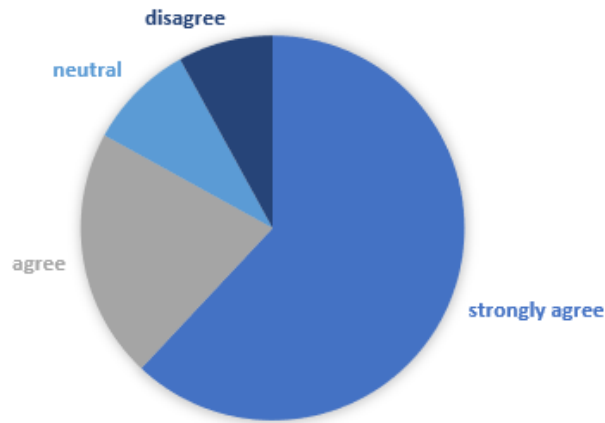
5. IS THE SYLLABUS ACTIVITY ORIENTED?

About 82% of the respondents responded positively to this question as well, and opined that the syllabus is completely activity oriented. Only 18% of them rated that the syllabus lacks activity orientation.



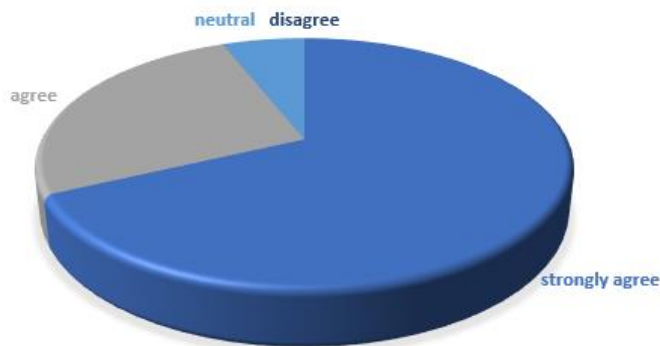
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

The question about skill development is highly rated by the majority of the respondents (strongly agree - 62%, agree-21%). On analyzing the responses, it is noticed that only 9% of the respondents opted neutral and another 8% disagreed with it. None of the respondents strongly disagreed with the question.



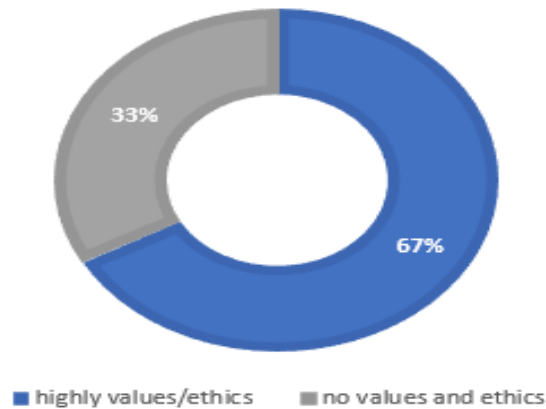
7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

This question is highly rated by the majority of the respondents (strongly agree - 68%, agree-26%). However, 6% of the respondents marked it as neutral. No one has disagreed or strongly disagreed with it.



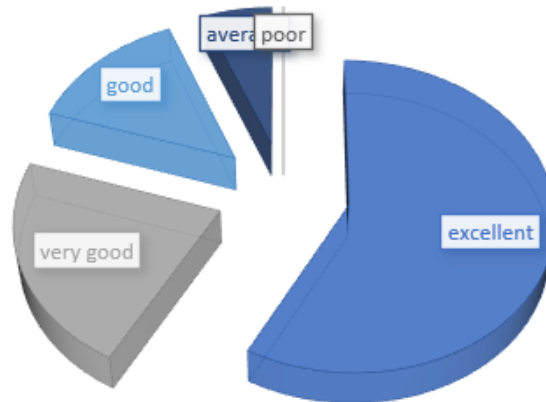
8. THE SYLLABUS HAS ITS FOUNDATION IN VALUES AND ETHICS.

About 67% of the respondents responded positively to this question and opined that the syllabus inculcated high values and ethics. The rest of the 33% of the respondents are doubtful about the syllabus regarding its foundation in values and ethics.



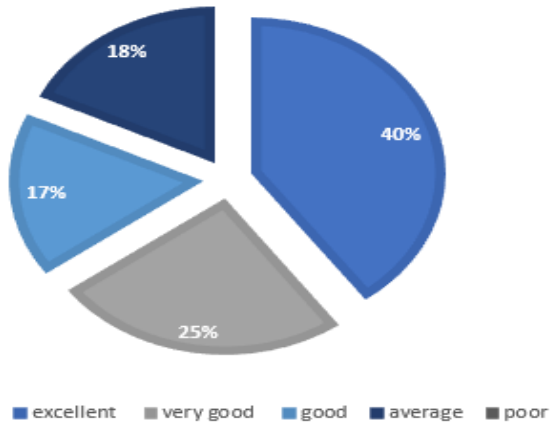
9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

More than 94% of the respondents (excellent 58%, very good 22% and good 14 %) opined that the curriculum is highly relevant for employability. However, 6% of the stakeholders rated it as average, and none as poor.



10. CONTRIBUTION OF THE SYLLABUS IN THE OVERALL DEVELOPMENT IN JOB KNOWLEDGE/COMPETENCY.

About 82% of the stakeholders (excellent 40%, very good 25%, and good 17%) responded positively to this question, and opined that the contribution of the syllabus in the overall development in job knowledge/competency is extremely high and laudable. Only 18% of them rated it as average, and none as poor.



SUGGESTIONS

- Programme Outcome (PO) and Course Outcome (CO) in the syllabus should be unambiguously and clearly stated.
- Necessary steps should be taken to make the Learning Outcomes realistic, clear and specific.
- Encourage students to use online resource
- Provide specialized training for soft skills and communicative skills.
- Facilitate personality development training as well.



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

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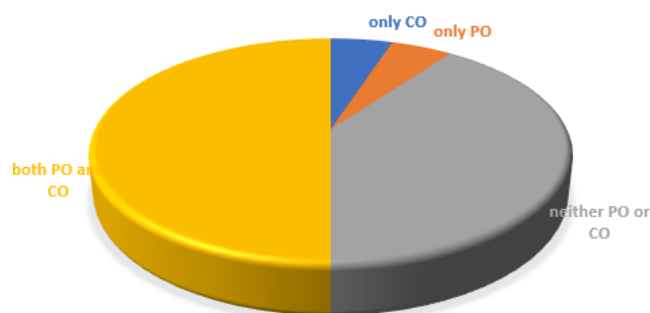
ALUMNI FEEDBACK REPORT

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. A specified sample 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 evaluate it based on its role in the overall development of the students in career advancement and competency. The key objectives of the feedback are to analyze whether the Programme Outcome (PO) and Course Outcome (CO) are stated in the syllabus, to identify the functional nature of the Learning Outcomes, and the various aspects of the syllabus in their life and career advancement.

The collected alumni feedback for the academic year 2018-19 is analyzed and is stated below. The views and opinions of the alumni about the syllabus are analyzed in detail. The questionnaire has 10 questions, and each question has been meticulously studied and evaluated.

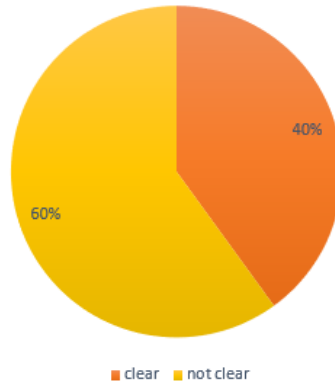
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The responses about the Programme Outcome and Course Outcome are average. About 50% of the respondents agreed that both PO and CO are stated separately in the syllabus, and has marked it as relevant and extremely recommendable. About 40% of the respondents opined that neither PO nor CO is stated in the syllabus. Moreover, 5% of the respondents stated that only PO is given, and another 5% went with CO alone.



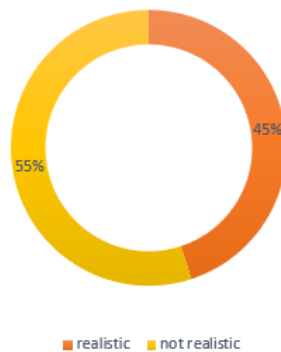
2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

The learning outcomes in the syllabus are analyzed, and about 40% of the respondents stated that learning outcomes are clear and specific. The remaining 60% of the respondents rated that learning outcomes as unclear and non-specific.



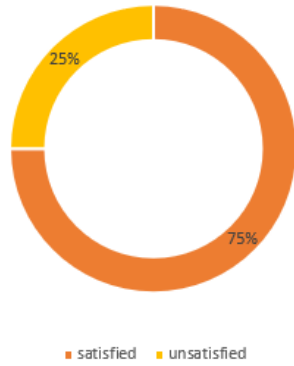
3. THE LEARNING OUTCOMES ARE REALISTIC.

The responses regarding the realistic nature of learning outcomes in the syllabus are analyzed, and only 45% of the respondents stated that the learning outcomes are realistic. The remaining 55% of the respondents opined that learning outcomes are not realistic.



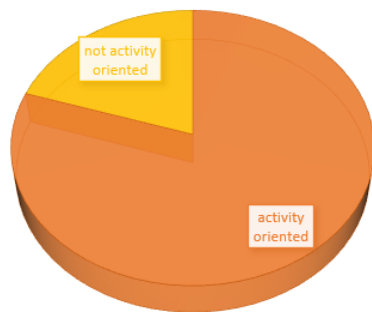
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

About 75% of the respondents responded positively to this question and opined that they are completely satisfied by the way in which the assessment is conducted. Only 25% of the respondents said that they are unsatisfied by the way in which the assessment is conducted.



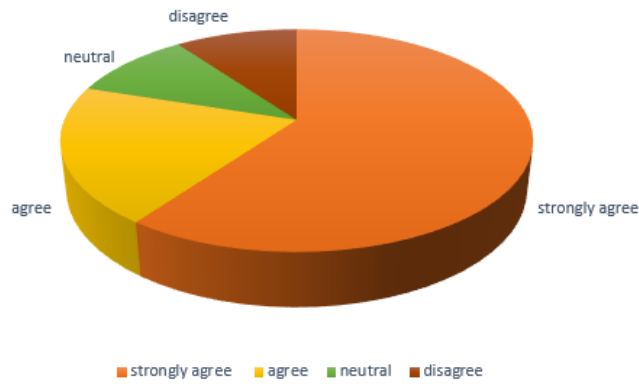
5. IS THE SYLLABUS ACTIVITY ORIENTED?

About 80% of the respondents responded positively to this question and opined that the syllabus is completely activity oriented. Only 20% of them rated that the syllabus is not activity oriented.



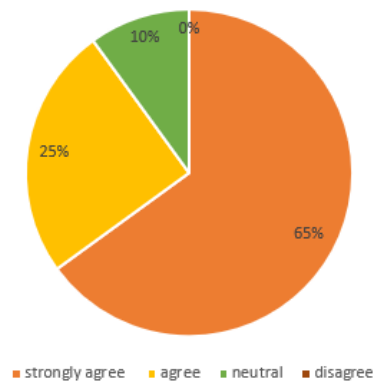
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

The question about skill development is rated highly by majority of the respondents (strongly agree - 60% and agree - 20%). On analyzing the responses, it is identified that 10% of the respondents took a neutral position, and another 10% disagreed with the question. Nobody responded with the option 'strongly disagree'.



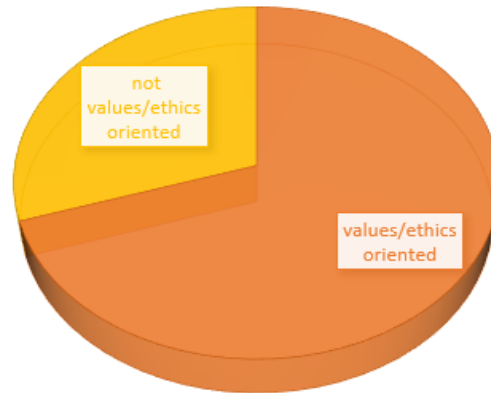
7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

This question is highly rated by the majority of the respondents (strongly agree - 65% and, agree- 25%). Further analysis shows that the rest of the 10% of respondents marked it as neutral. The most interesting fact is that nobody disagreed or strongly disagreed with the question.



8. THE SYLLABUS HAS ITS FOUNDATION IN VALUES AND ETHICS.

About 70% of the respondents responded positively to this question and opined that the syllabus highly inculcated values and ethics. The remaining 30% of the respondents opined that the syllabus fails to formulate its foundation in values and ethics.



9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

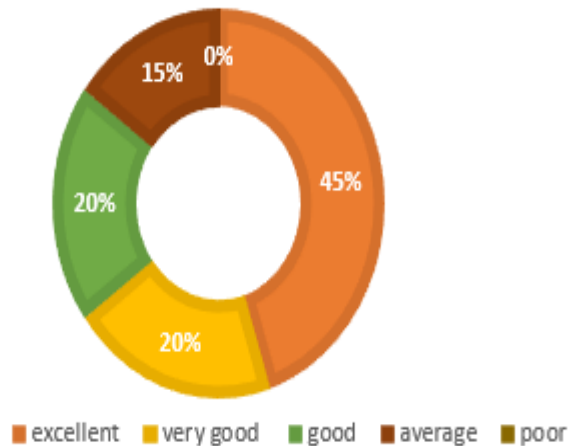
More than 96% of the respondents come up with positive responses for this question (excellent 60%, very good 22% and good 14 %). From the responses, we can undoubtedly assume that the curriculum is highly relevant for employability. Only 4% of the respondents rated it as average, and none as poor.



10. CONTRIBUTION OF THE SYLLABUS IN THE OVERALL DEVELOPMENT IN JOB KNOWLEDGE/COMPETENCY.

About 85 % of the respondents (excellent 45%, very good 20%, and good 20%) responded positively to this question. The responses clearly state that contribution of the syllabus in the

overall development in job knowledge/competency is highly recommendable. About 15% rated it as average, and none as poor.



SUGGESTIONS

- Programme Outcome (PO) and Course Outcome (CO) in the syllabus should be clearly stated and projected without any ambiguity.
- Necessary steps should be taken to make the Learning Outcomes realistic, clear and specific.
- Encourage the students to use online resource
- Soft skills and communicative skills should be provided effectively to all the students in the campus.
- Provide life skills and personality development training.