



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, 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 is used to collect the responses. The objective of this process is to analyze the importance and relevance of the syllabus, and to what extent 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.

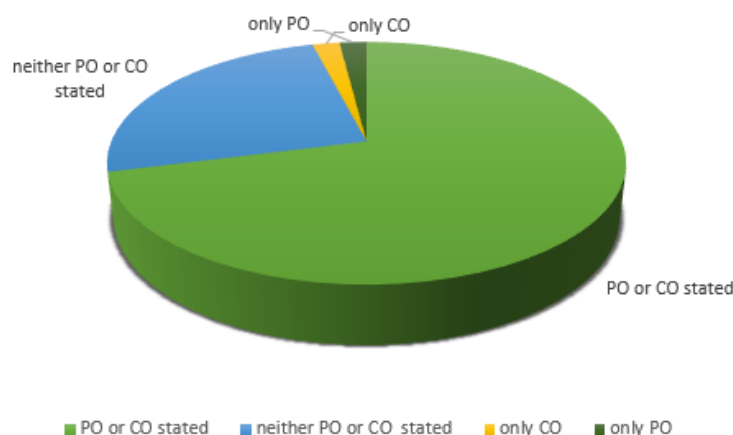
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the students on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

STUDENTS' FEEDBACK REPORT:2019-2020

Student's feedback of the academic year 2019-20 has been analyzed as given below where the views and opinions of the students about the syllabus are provided in detail. The questionnaire contains 10 questions and each question is analyzed.

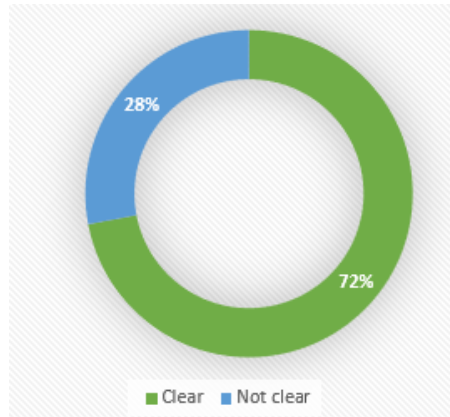
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The responses about programme outcome and course outcome are average. 71 % of the respondents have rated that both PO and CO are stated separately in the syllabus as relevant and it is extremely recommendable. However, 25% of the respondents have rated neither PO nor CO is stated in the syllabus. While 2% of the respondents have rated only PO is stated, the remaining 2% of the respondents have rated only CO is stated.



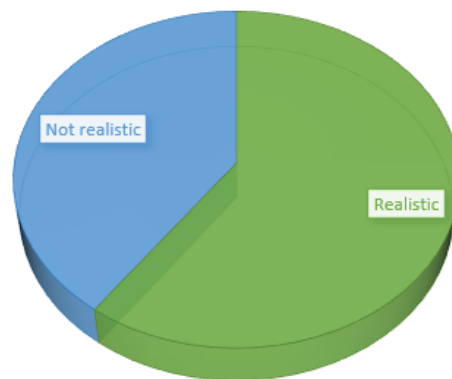
2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

The learning outcomes in the syllabus are analyzed as whether they are clear and specific. According to 72% of the respondents, learning outcomes in the syllabus are clear and specific. Remaining 28% of the respondents rated that learning outcomes are not clear and specific.



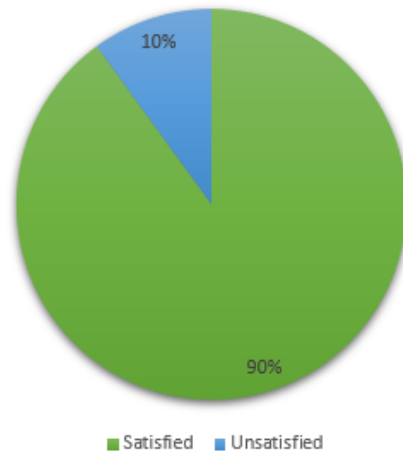
3. THE LEARNING OUTCOMES ARE REALISTIC.

The realistic nature of learning outcomes in the syllabus are analyzed here. 60% of the respondents find the learning outcomes realistic, while the remaining 40% rate that learning outcomes are not realistic.



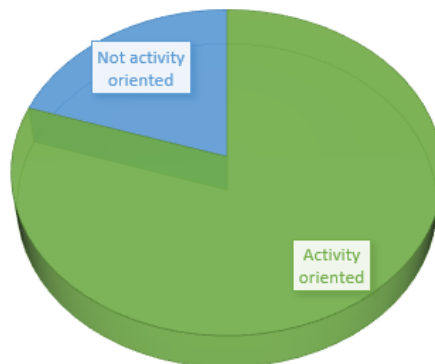
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

90% of the respondents responded positively to this question saying that they are completely satisfied by the way in which the assessment is conducted. Only 10% rate that they are unsatisfied by the way in which the assessment is conducted.



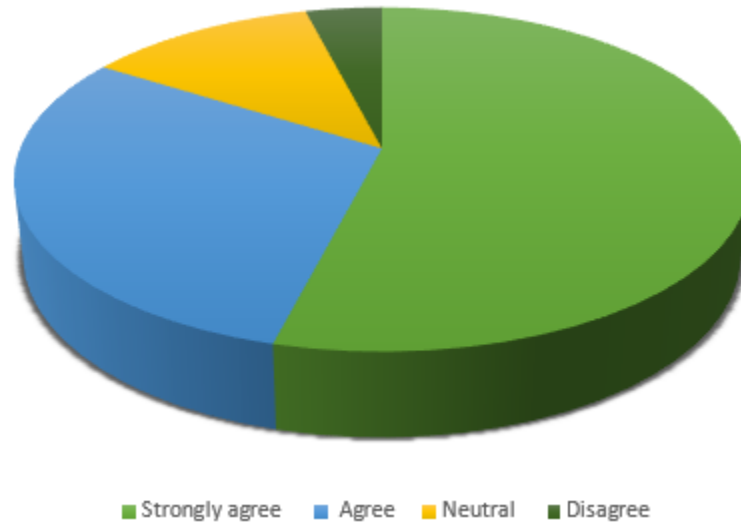
5. IS THE SYLLABUS ACTIVITY ORIENTED?

80% of the respondents respond positively to this question saying that the syllabus is completely activity oriented. The remaining 20% rated that the syllabus is not activity oriented.



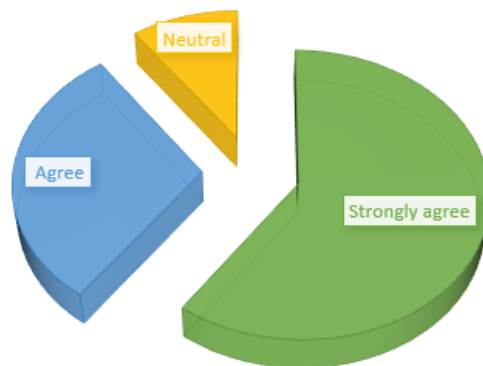
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

Majority of the respondents find the syllabus as designed to enhance skill development. 54% strongly agree, while 30% agree. However, 12% of the respondents are neutral and 4% disagree the statement. None has found it strongly disagreeable.



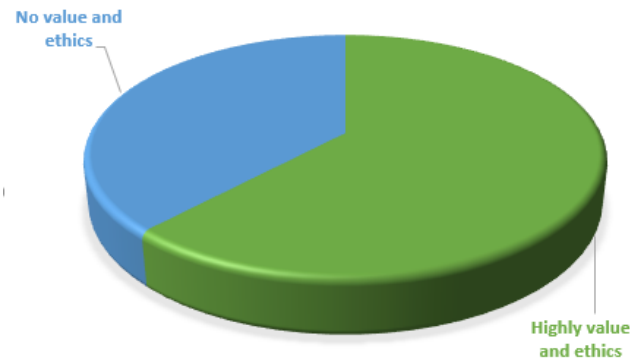
7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

This question is highly rated by the majority of the respondents (strongly agree - 60%, agree-30%). 10% of the respondents are neutral. None has rated disagree and strongly disagree.



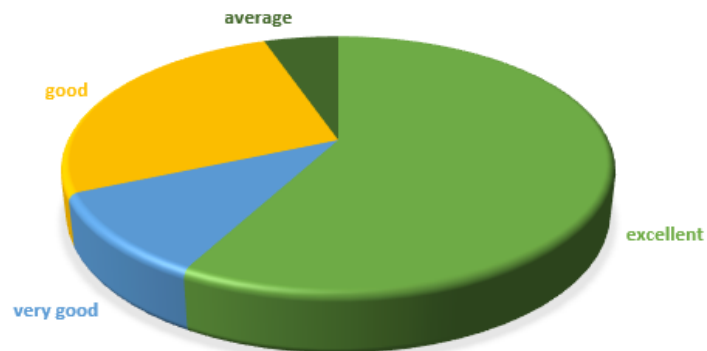
8. THE SYLLABUS HAS ITS FOUNDATION IN VALUES AND ETHICS.

About 62% of the respondents responded positively to this question saying that the syllabus has its foundation in values and ethics. The remaining 38% do not consider that the syllabus has its foundation in values and ethics.



9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

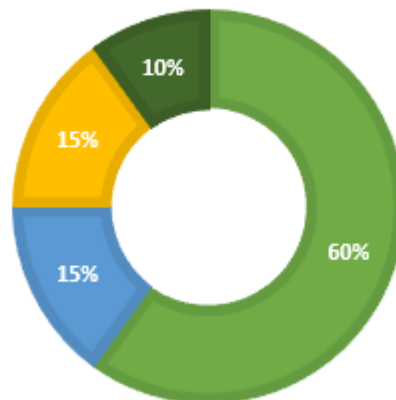
According to 95% of the respondents, the curriculum is highly relevant for employability. 55% rate it as excellent, 10% very good and 25% good. Only 5% rated it as average while none rated poor.



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

90% of the respondents (excellent 60%, very good 15%, and good 15%) responded positively to this question. They are of the opinion that contribution of the syllabus in the overall development in job knowledge/competency is highly recommendable. However, 10% rated it as average and none as poor.

■ excellent ■ very good ■ good ■ average



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, 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; 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

- Student must aware on SLO, PO, PSO and CO
- Provide more attention on internal mentoring
- Adequate measures to make the Learning Outcomes are realistic, clear and specific.
- Arrange moreremedialclasses
- Arrangemorefocusonpracticallearning
- Organizationalandinternationalseminars
- Organizeculturalactivities



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 is used to collect the responses. The objective of this process is to analyze the importance and relevance of the syllabus, and to what extent 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.

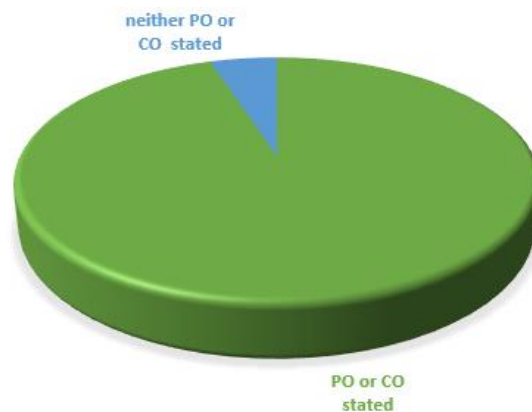
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the teachers on each academic year. Responses to all the nine questions in the questionnaire are analyzed separately.

TEACHERS' FEEDBACK REPORT:2019-2020

The teacher feedback of the academic year 2019-20 has been analyzed as given below where the views and opinions of the teachers about the syllabus are provided in detail. The questionnaire contains 10 questions and each question is analyzed.

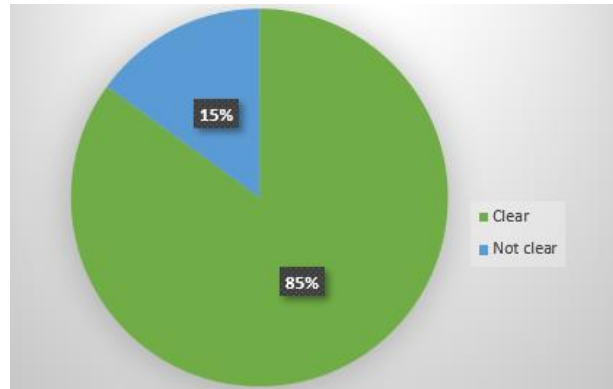
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The responses about programme outcome and course outcome are average. 90% of the respondents have rated both PO and CO stated separately in the syllabus as relevant and extremely recommendable. 10% of the respondents have rated neither PO or CO is stated in the syllabus.



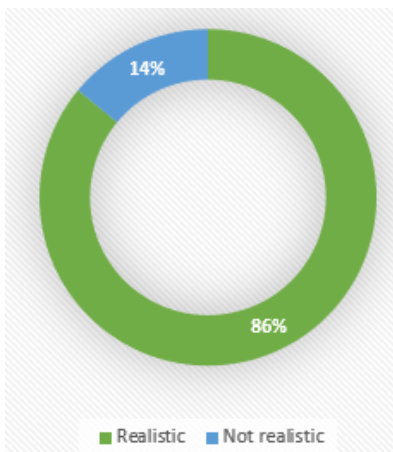
2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

Regarding learning outcomes in the syllabus, 85% of the respondents consider learning outcomes are clear and specific. The remaining 15% of the respondents rate that learning outcomes are not clear and specific.



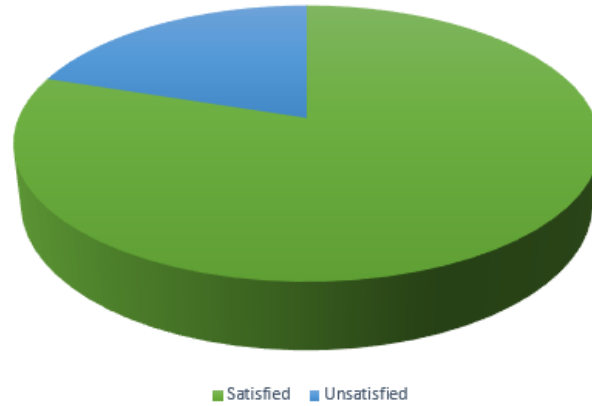
3. THE LEARNING OUTCOMES ARE REALISTIC.

The realistic nature of learning outcomes in the syllabus is analyzed. 86% the respondents state that learning outcomes are realistic. Remaining 14% of the respondents consider learning outcomes not realistic.



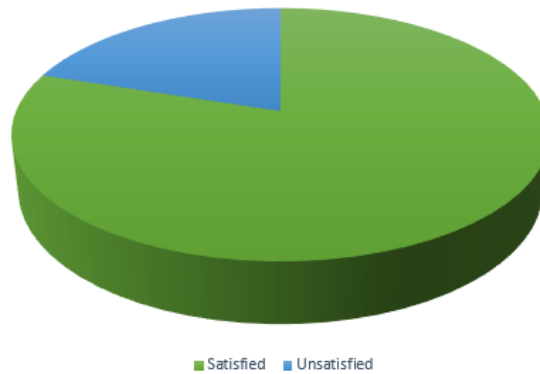
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

80% of the respondents respond positively to this saying that they are completely satisfied by the way in which the assessment is conducted. Only 20% rate they are unsatisfied by the way in which the assessment is conducted.



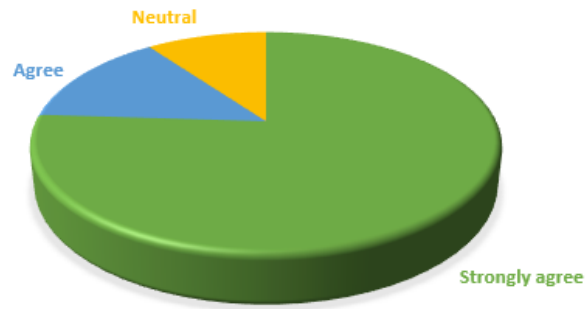
5. IS THE SYLLABUS ACTIVITY ORIENTED?

90% of the respondents respond positively to this question saying that the syllabus is completely activity oriented. 10% consider the syllabus not activity oriented.



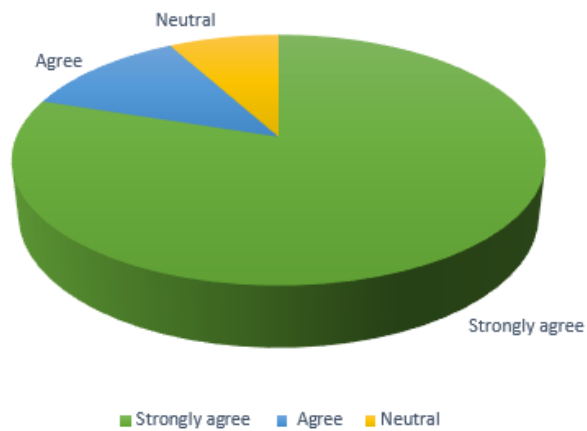
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

The question about skill development is highly rated by the majority of the respondents (strongly agree - 76%, agree-14%). 10% of the respondents are neutral. None has rated strong disagreement.



7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

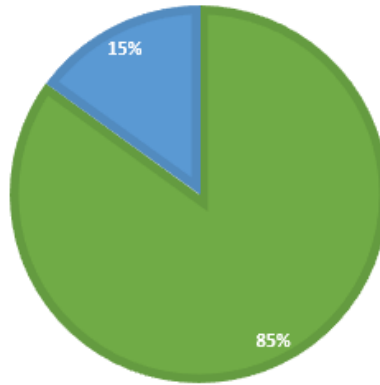
This question is highly rated by the majority of the respondents (strongly agree - 75%, agree- 15%). 10% of the respondents are neutral. None has rated disagreement or strong disagreement.



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

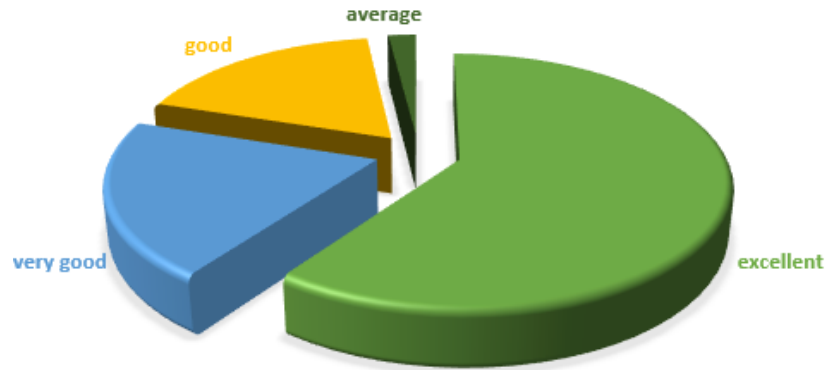
85% of the respondents responded positively to this question saying that the syllabus is inculcated with values and ethics. Remaining 15% rated that the syllabus does not have its foundation in values and ethics.

■ Activity oriented ■ Not activity oriented



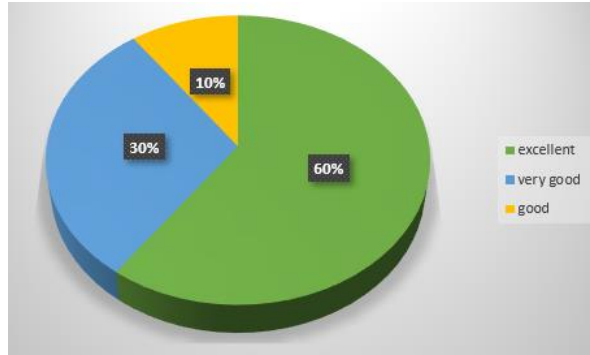
9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

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



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

100% of the respondents (excellent 60%, very good 30%, and good 10%) respond positively to this question saying contribution of the syllabus in the overall development in job knowledge/competency is highly recommendable. Hence, none rate it as either average or poor.



SUGGESTIONS

- Provide workshop on syllabus to students
- Arrange more value added courses to impart transferrable skills
- Organize field trips to instill practical knowledge instudents
- 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 FEEDBACK REPORT

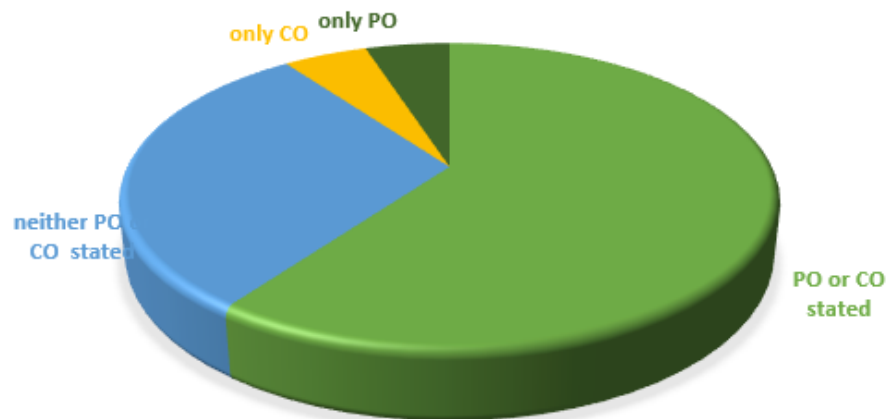
The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the placement cell of the college, collects employer feedback on syllabus and the facilities provided by the college. A specified sample is taken for the analysis. A well designed and structured questionnaire is used to collect the responses. The employers are given an opportunity to rate the syllabus and evaluate the syllabus in view of the overall development in job knowledge/competency. The objective of the feedback report is to analyze whether the Programme Outcome (PO) and Course Outcome (CO) stated in the syllabus are compatible with the functional nature of the Learning Outcomes or not.

EMPLOYER FEEDBACK REPORT: 2019-2020

The employer feedback of the academic year 2019-20 has been analyzed as given below where the views and opinions of the employers about the syllabus are provided. The questionnaire contains 10 questions and each one is analyzed.

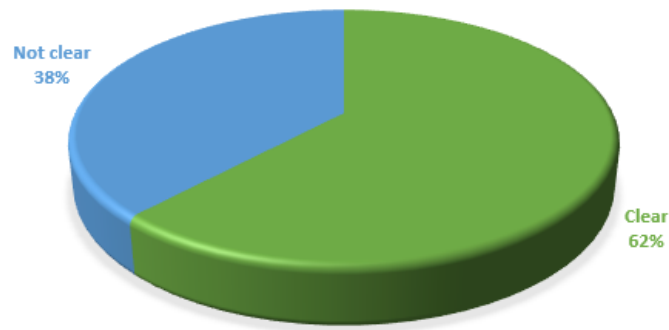
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The responses about programme outcome and course outcome are average. 60% of the respondents have rated both PO and CO stated separately in the syllabus as relevant and extremely recommendable. 30% of the respondents have says that neither PO or CO is stated in the syllabus. 5% of the respondents have rated only PO is stated while 5% of the respondents have rated only CO is stated.



2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

The learning outcomes in the syllabus are analyzed and 62% of the respondents state that learning outcomes are clear and specific. Remaining 38% of the respondents rate that learning outcomes are not clear and specific.



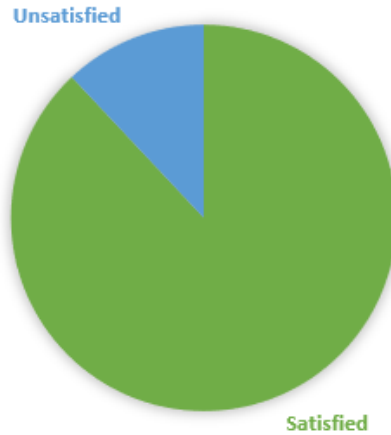
3. THE LEARNING OUTCOMES ARE REALISTIC.

The realistic nature of learning outcomes in the syllabus is analyzed and 55% the respondents state learning outcomes are realistic. Remaining 45% of the respondents rate that learning outcomes are not realistic.



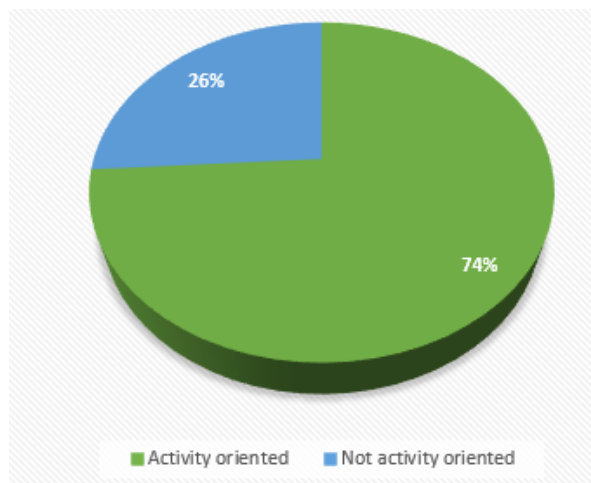
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

88% of the respondents respond positively to this question saying that they are completely satisfied by the way in which the assessment is conducted. Only 12% rate that they are unsatisfied by the way in which the assessment is conducted.



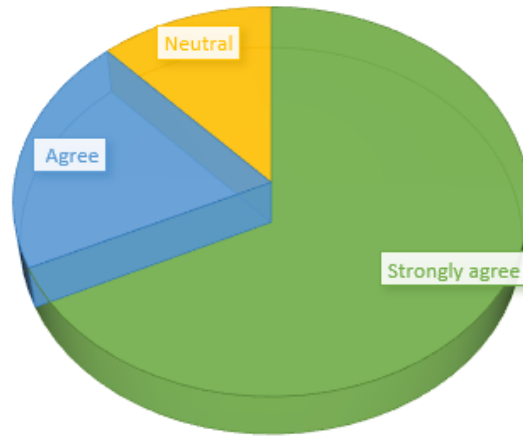
5. IS THE SYLLABUS ACTIVITY ORIENTED?

74% of the respondents respond positively to this question saying that the syllabus is completely activity oriented. 26% rate that the syllabus is not activity oriented at all.



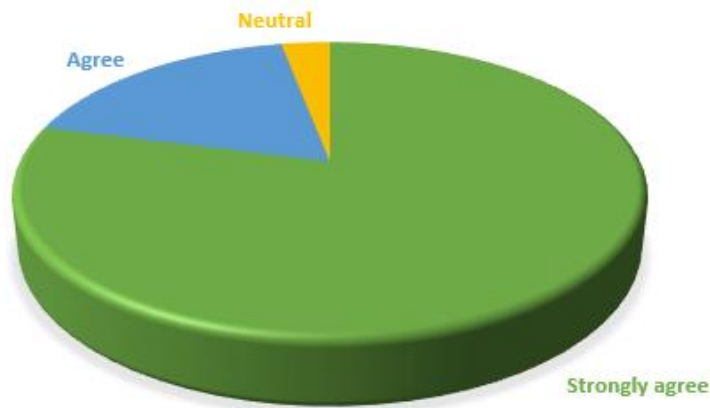
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

The question about skill development is highly rated by the majority of the respondents (strongly agree - 68%, agree-20%). 12% of the respondents are neutral. None has rated either strong disagreement or disagreement.



7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

This question is highly rated by the majority of the respondents (strongly agree -79%, agree-18%). 3% of the respondents are neutral. None has rated either disagreement or strong disagreement.



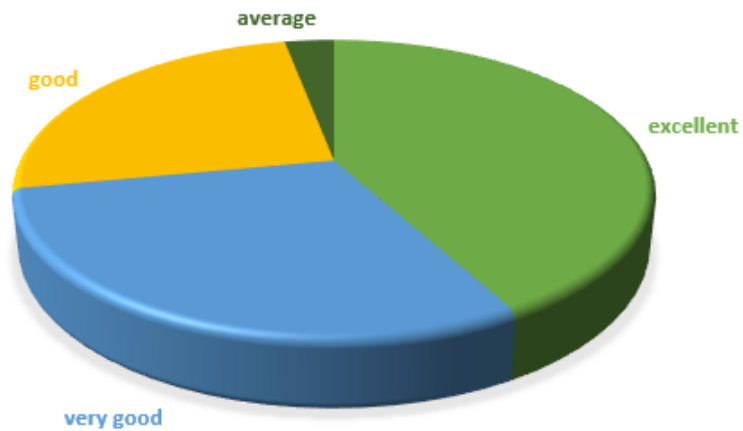
8. THE SYLLABUS HAS ITS FOUNDATION IN VALUES AND ETHICS.

81% of the respondents respond positively to this question saying that the syllabus inculcates students with values and ethics oriented. Remaining 19% rate that the syllabus does not have its foundation in values and ethics.



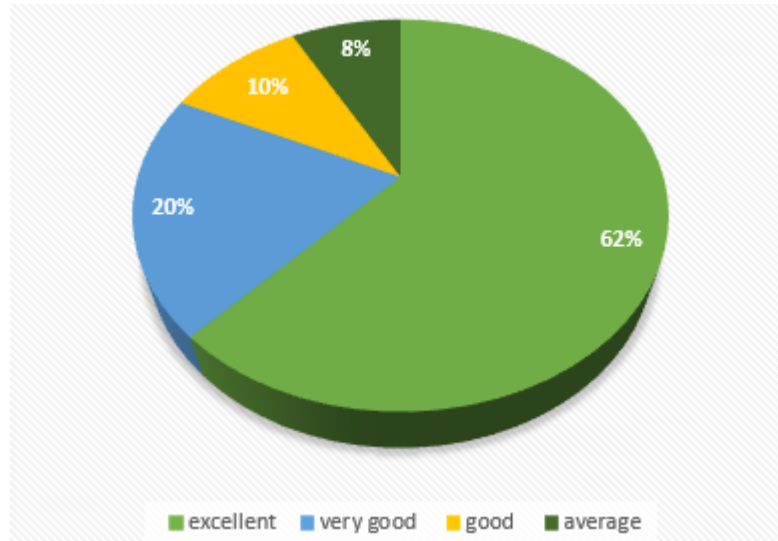
9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

94% of the respondents (excellent 42%, very good 20% and good 35%) opine that the curriculum is highly relevant for employability. Only 3% rate it as average. None find it as poor.



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

82% of the respondents (excellent 62%, very good 20%, and good 10%) respond positively to this question saying that contribution of the syllabus in the overall development in job knowledge/competency is highly recommendable. 8% rate it as average and none as poor.



SUGGESTIONS

- Include Programme Outcome (PO) and Course Outcome (CO) in the syllabus and it should be clearly stated.
- Necessary steps to make the Learning Outcomes are realistic, clear and specific.
- Encourage students to use online resource
- Provide soft skill and communicative training to every student
- Provide personality development training



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

Internal Quality Assurance Cell

ALUMNI FEEDBACK REPORT

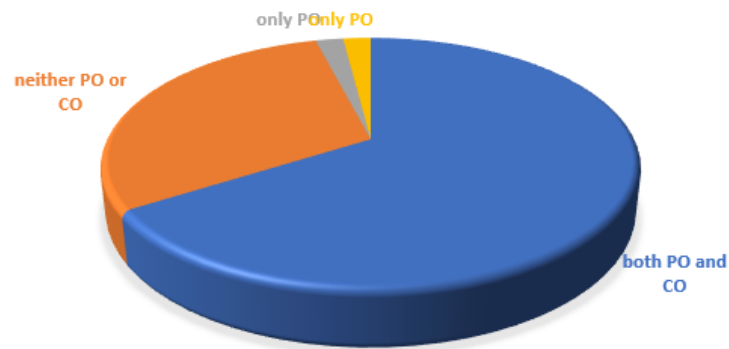
The Internal Quality Assurance Cell (IQAC) of the T.K.M. College of Arts and Science, in association with the alumni associations of the college, collects alumni feedback on both the syllabus and the amenities provided by the college. A specified sample is taken for the analysis after the accumulation of the responses using a well-designed and structured questionnaire. In so doing, members of the alumni associations are given an opportunity to evaluate the syllabus in view of their overall development concerning knowledge/competency vis-à-vis job market. The objective of the feedback is to analyze whether the Programme Outcome (PO) and the Course Outcome (CO) are stated in the syllabus, and the functionality of the Learning Outcomes and other aspects of the syllabus in their life.

ALUMNI FEEDBACK REPORT: 2019-2020

The alumni feedback of the academic year 2019-20 has been analyzed as given below where views and opinions of the alumni about the syllabus are provided in detail. The questionnaire contains 10 questions and each of them is duly analyzed.

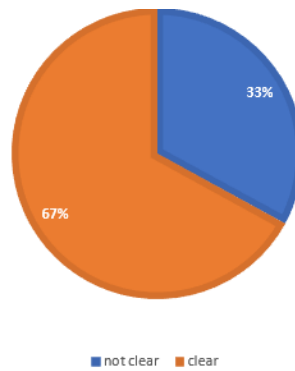
1. PROGRAMME OUTCOME (PO) AND COURSE OUTCOME (CO) ARE STATED IN THE SYLLABUS.

The question regarding programme outcome and course outcome received mixed responses. 66% of the respondents find the conspicuous stating of both PO and CO in the syllabus as relevant and extremely recommendable. However, 30% of the respondents are of the opinion that neither PO nor CO is stated in the syllabus. While 2% of the respondents say only PO is stated, 2% of them say that only CO is stated, in the syllabus.



2. THE LEARNING OUTCOMES ARE CLEAR AND SPECIFIC.

The learning outcomes in the syllabus have also been analyzed. Only 67% of the respondents are of the opinion that learning outcomes are clear and specific. Remaining 33% of the respondents consider learning outcomes are not clear and specific.



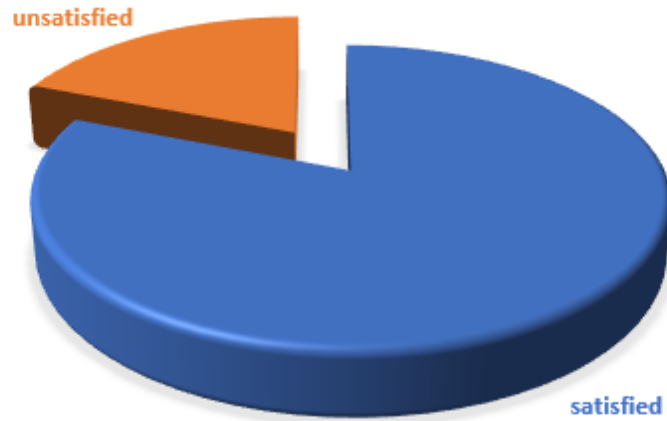
3. THE LEARNING OUTCOMES ARE REALISTIC.

Analyzing the realistic nature of learning outcomes in the syllabus, 63% of the respondents state that learning outcomes are realistic. For the remaining 37% of the respondents, learning outcomes are not realistic.



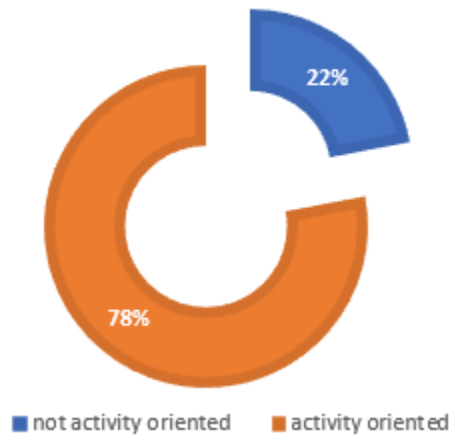
4. ARE YOU COMPLETELY SATISFIED BY THE WAY IN WHICH THE ASSESSMENT IS CONDUCTED?

81% of the respondents have responded positively to this question saying that they are completely satisfied by the way in which the assessment is conducted. However, 19% of them are not satisfied by the way in which the assessment is conducted.



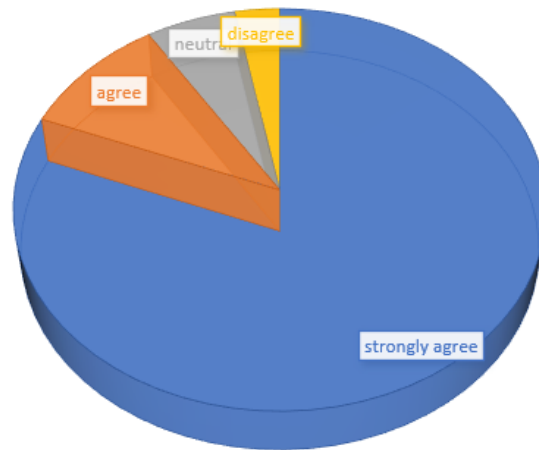
5. IS THE SYLLABUS ACTIVITY ORIENTED?

While 78% of the informants responded positively to this question saying that the syllabus is activity oriented, 22% of them consider the syllabus as not activity oriented.



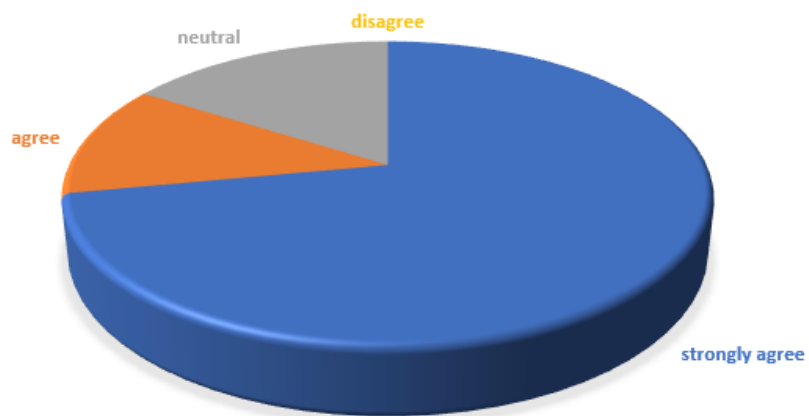
6. SYLLABUS IS DESIGNED TO ENHANCE SKILL DEVELOPMENT.

Majority of the respondents find the statement agreeable as 81% of them strongly agree and 10% agree that the syllabus is designed to enhance skill development. Nevertheless, there are also 6% of the respondents who are neutral and 3% who do not agree that the syllabus is designed to enhance skill development. None of the participants has expressed strong disagreement.



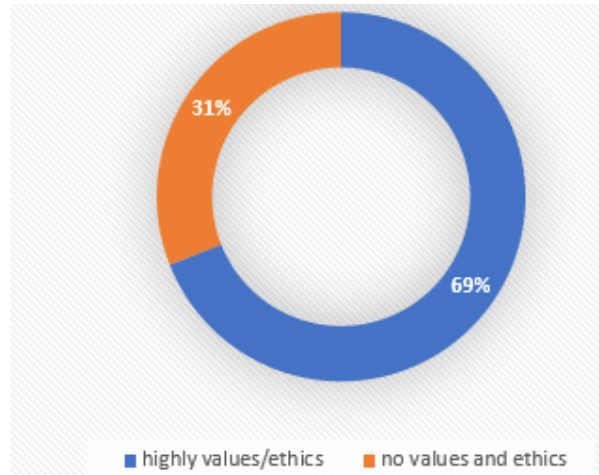
7. SYLLABUS IS DESIGNED WITH CAREER ORIENTATION.

This question is highly rated by the majority of the respondents (strongly agree - 72%, agree-12%). on analyzing the responses, 16% of the respondents are neutral. None has rated disagree and strongly disagree.



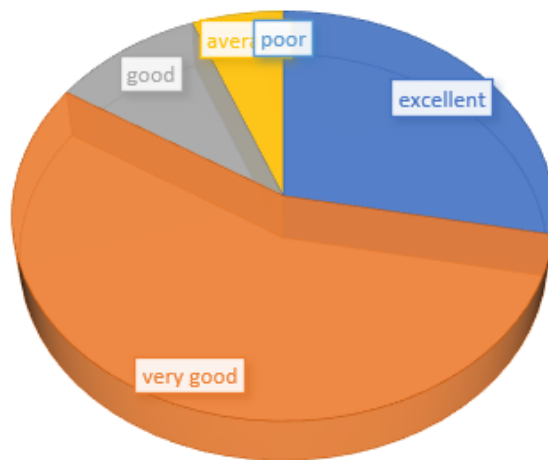
8. THE SYLLABUS HAS ITS FOUNDATION IN VALUES AND ETHICS.

70% of the respondents responded positively to this question and opined that the syllabus has its foundation in values and ethics. The remaining respondents do not consider that the syllabus has its foundation in values and ethics.



9. RELEVANCE OF CURRICULUM FOR EMPLOYABILITY.

More than 94% of the respondents (excellent: 28%, very good: 56% and good: 10 %) opined that the curriculum is highly relevant for employability. Only 6% rated it as average, while none as poor.



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

85 % of the respondents (excellent: 45%, very good: 20%, and good: 20%) responded positively to this question saying that contribution of the syllabus in the overall development in job knowledge/competency is highly recommendable. However, 15% rated it as average and none as poor.

SUGGESTIONS

- Include Programme Outcome (PO) and Course Outcome (CO) in the syllabus and it should be clearly stated.
- Necessary steps to make the Learning Outcomes realistic, clear and specific.
- Encourage students to use online resource
- Provide the student with soft skill and communicative training
- Provide personality development training