



## **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 are taken for the study. A well designed and structured questionnaire is 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 the study has focused to delve deep with.

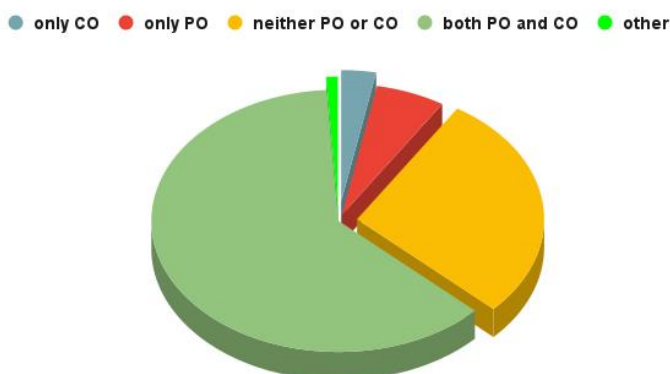
The report tries to give a clear picture regarding the feedback system of the college through a systematic analysis of the responses of the teachers on each academic year. The responses on all the nine questions in the questionnaire are analyzed separately.

## Teachers' Feedback Report: 2021-22

The teachers' feedback of the academic year 2021-22 has been analyzed as given below where the views and opinions of the teacher about the syllabus are evaluated in detail. The questionnaire contains 10 questions and each question is analyzed.

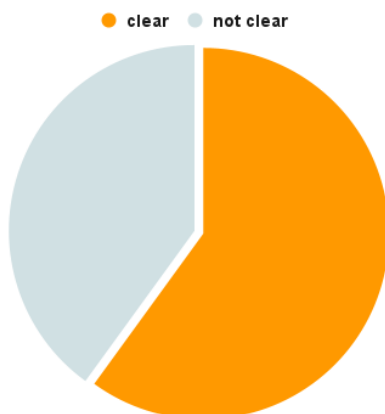
### **1. Programme Outcome (PO) and Course Outcome (CO) are stated in the syllabus.**

The responses about programme outcome and course outcome are average. 60% of the respondents rate the fact that both PO and CO are stated separately in the syllabus as relevant and extremely recommendable. 30% of the respondents rate that neither PO nor CO is stated in the syllabus. 6% of the respondents rate only PO is stated while 3% of the respondents rate only CO is stated. 1% of respondents mentioned other.



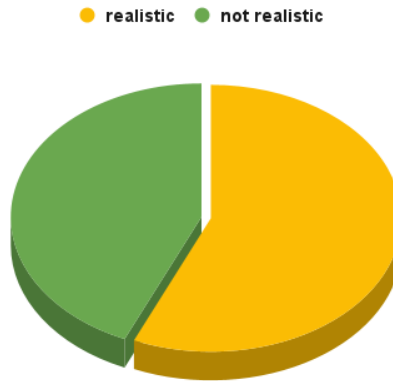
### **2. The Learning Outcomes are clear and specific.**

The learning outcomes in the syllabus are analyzed here and 65% of the respondents state that learning outcomes are clear and specific. Remaining 35% of the respondents rate that learning outcomes are not clear and specific.



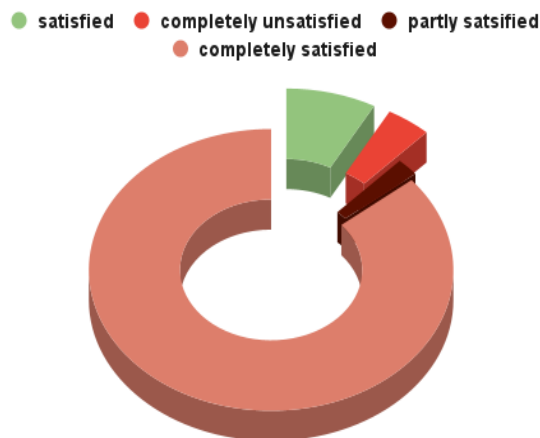
### 3. The Learning Outcomes are realistic.

The realistic nature of learning outcomes in the syllabus are analyzed below where 60% the respondents state that learning outcomes are realistic. Remaining 40% of the respondents rate that learning outcomes are not realistic.



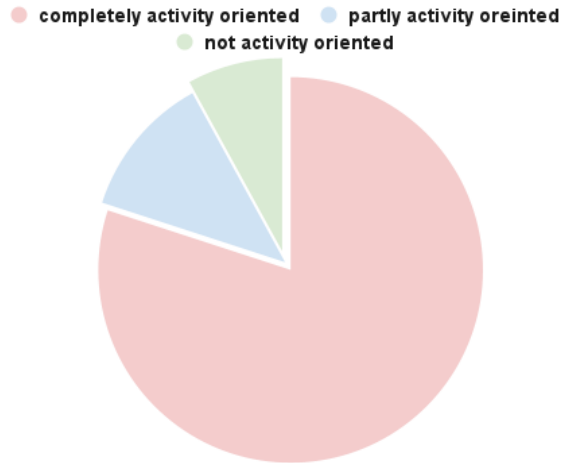
### 4. Are you completely satisfied by the way in which the assessment is conducted?

80% of the respondents respond positively to this question and opine that they are completely satisfied by the way in which the assessment is conducted. 10 % rate that they are partly satisfied, 4 % are satisfied, and only 6% are completely unsatisfied by the way in which the assessment is conducted.



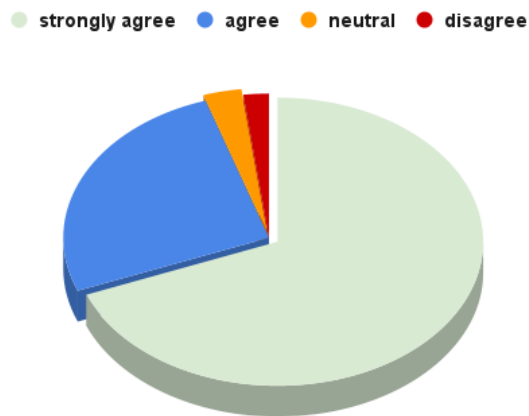
### 5. Is the syllabus activity oriented?

77% of the respondents respond positively to this question and opine that the syllabus is completely activity oriented. 13% of the responses read “partly oriented”, while 10% rate that the syllabus is not activity oriented at all.



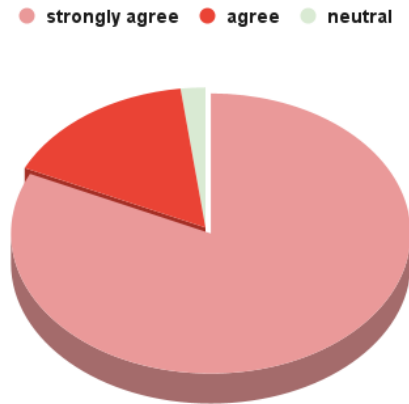
**6. Syllabus is designed to enhance skill development.**

The question about skill development is highly rated by the majority of the respondents (strongly agree - 69%, agree-26%). However, 3% of the respondents are neutral, while only 2% disagree. None have strongly disagreed.



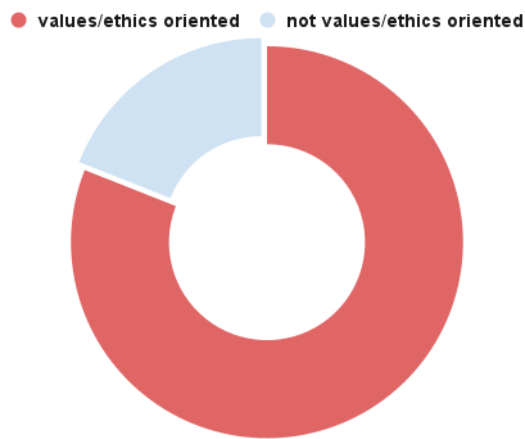
**7. Syllabus is designed with career orientation.**

This question is highly rated by the majority of the respondents (strongly agree - 82%, agree-16%). However, 2% of the respondents are neutral. None has gone for disagree or strongly disagree options.



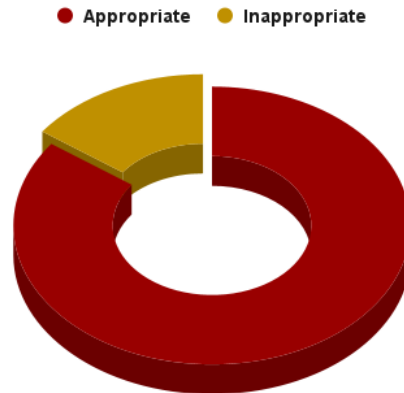
**8. The syllabus has its foundation in values and ethics.**

81% of the respondents respond positively to this question and opine that the syllabus is inculcated with values and ethics. However, remaining 19% rate that the syllabus does not have its foundation in values and ethics.



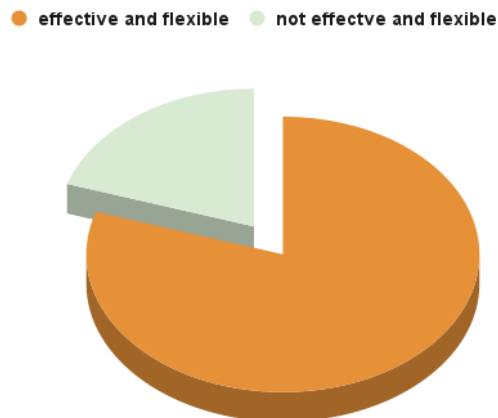
**9. Appropriate measures taken in the implementation of syllabus during the Covid crisis.**

85% of the respondents responded positively to this question and opined that appropriate measures were taken in the implementation of syllabus during the Covid crisis. 15 % rated that the measures taken in the implementation of syllabus during the Covid crisis were inappropriate.



**10. Is online learning flexible and effective for the implementation of syllabus during the Covid crisis.**

80% of the respondents respond positively to this question, and opine that the contribution of online learning is flexible and effective for the implementation of syllabus during the Covid crisis. However, 20% disagree with this opinion.



**Suggestions**

- Conduct workshops/symposia to teacher to effectively use LMS platforms for online learning.
- Try to include more value-added courses to impart transferrable skills
- Organize field trips to instill practical knowledge in students
- Form groups of students to engage in social service activities



## **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. A specified sample is taken for the analysis. A well designed and structured questionnaire is used to collect the responses. The members of the alumni associations are given an opportunity to evaluate the syllabus in view of the overall development in job knowledge/competency. Major objectives of the feedback include analyzing whether the Programme Outcome (PO) and Course Outcome (CO) are stated in the syllabus, the functional nature of the Learning Outcomes and other aspects of the syllabus in their life.

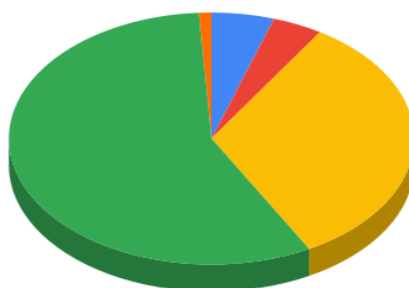
## Alumni Feedback Report: 2021-22

The alumni feedback of the academic year 2021-22 has been analyzed as given below where views and opinions, in detail, of the alumni about the syllabus are scrutinized. The questionnaire circulated 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. 62% of the respondents have rated the fact that both PO and CO are stated separately in the syllabus as relevant and extremely recommendable. 28% of the respondents have rated that neither PO nor CO is stated in the syllabus. 4% of the respondents have rated only PO is stated, while 5% of the respondents have rated only CO is stated. 1% of respondents went for the other option.

● only CO ● only PO ● neither PO or CO ● both PO and CO ● other



### **2. The Learning Outcomes are clear and specific.**

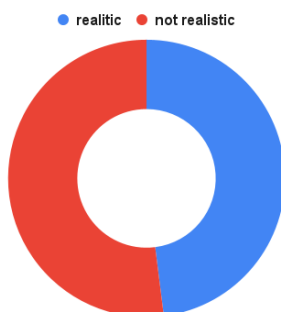
The learning outcomes in the syllabus have been analyzed. While 46% of the respondents state that learning outcomes are clear and specific, the remaining 54% of the respondents rate that learning outcomes are not clear and specific.

● clear ● not clear



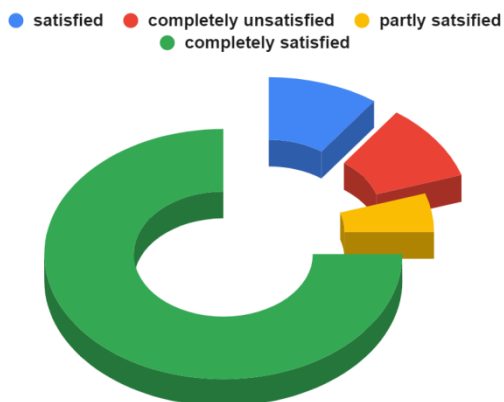
### 3. The Learning Outcomes are realistic.

The realistic nature of learning outcomes in the syllabus has been analyzed here. While 48% the respondents state that learning outcomes are realistic, the remaining 52% of the respondents rate that learning outcomes are not realistic.



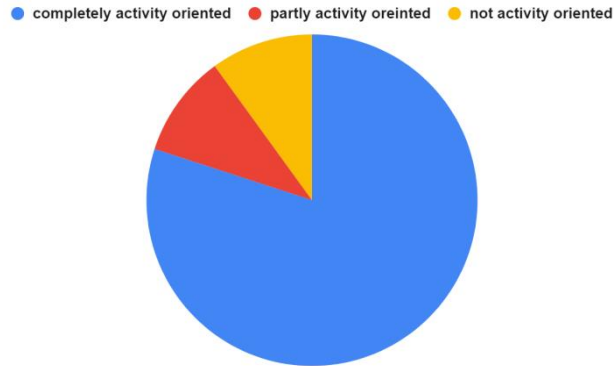
### 4. Are you completely satisfied by the way in which the assessment is conducted?

75% of the respondents responded positively to this question and opined that they were completely satisfied by the way in which the assessment had been conducted. 15 % rate that they are satisfied, while 4 % are partly satisfied. 11% rated that they are completely unsatisfied by the way in which the assessment was conducted.



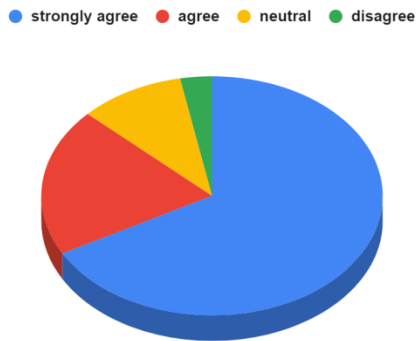
### 5. Is the syllabus activity oriented?

80% of the respondents responded positively to this question and opined that the syllabus was completely activity oriented. According to 10% of the respondents, the syllabus is “partly activity oriented”, while 10% rate that the syllabus is not activity oriented at all.



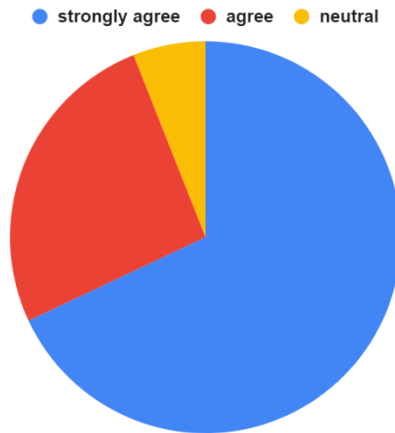
### 6. Syllabus is designed to enhance skill development.

The question about skill development is highly rated by the majority of the respondents (strongly agree - 67%, agree-20%). However, 10% of the respondents are neutral while 3% disagree. None of them strongly disagree on this.



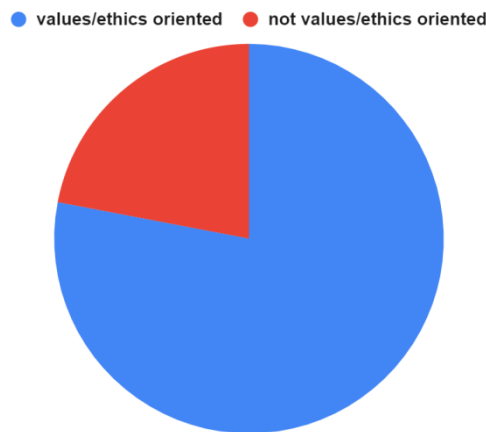
### 7. Syllabus is designed with career orientation.

This question is highly rated by the majority of the respondents (strongly agree - 68%, agree-26%). However, 6% of the respondents are neutral, none disagree and strongly disagree on this.



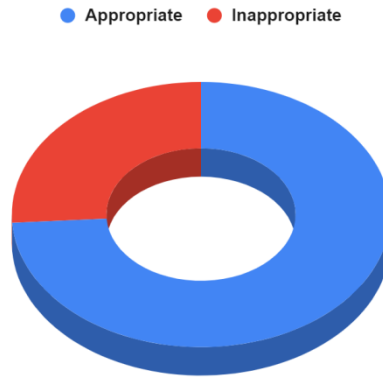
**8. The syllabus has its foundation in values and ethics.**

78% of the respondents respond positively to this question saying that the syllabus has its foundation in values and ethics. The remaining 22% rate the other way around.



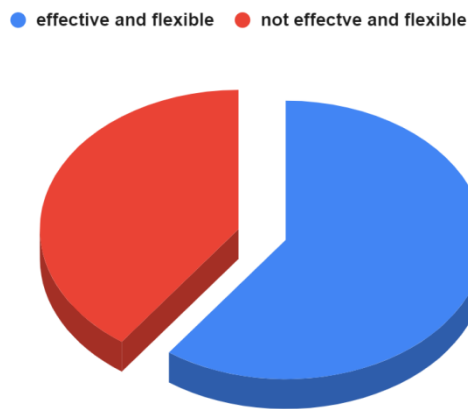
**9. Appropriate measures taken in the implementation of syllabus during the Covid crisis.**

74% of the respondents responded positively to this question and opined that appropriate measures were taken in the implementation of syllabus during the Covid crisis. However, 26% rated that the measures taken in the implementation of syllabus during the Covid crisis was inappropriate.



**10. Is online learning flexible and effective for the implementation of syllabus during the Covid crisis.**

60% responded positively to this question saying that the online learning was flexible and effective for the implementation of syllabus during the Covid crisis. However, 40% of the respondents do not agree with this opinion.



**Suggestions**

- Encourage students to get involved in participatory learning
- Include Programme Outcome (PO) and Course Outcome (CO) in the syllabus and it should be clearly stated.
- Start necessary steps to make the Learning Outcomes are realistic, clear and specific



## **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 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.

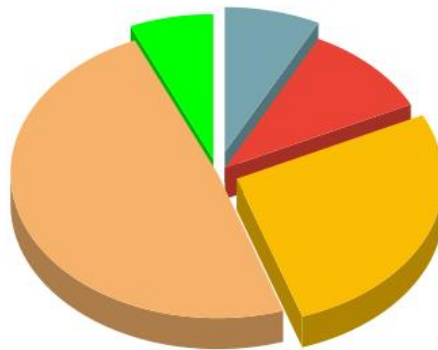
## **Students' Feedback Report: 2021- 22**

The student feedback of the academic year 2021-22 has been analyzed as given below where the views and opinions of the student about the syllabus are evaluated 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.**

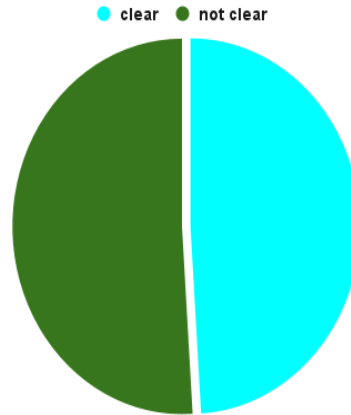
The responses about programme outcome and course outcome are average. 55% of the respondents have rated the fact that both PO and CO are stated separately in the syllabus as relevant and extremely recommendable. 30% of the respondents have rated that neither PO nor CO is stated in the syllabus. 10% of the respondents have rated that only PO is stated, while 3% of the respondents have rated only CO is stated. 2% of respondents went for the other option.

● only CO ● only PO ● neither PO or CO ● both PO and CO ● other



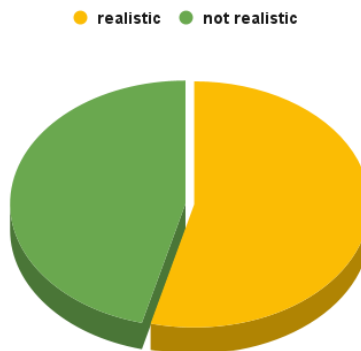
### **2. The Learning Outcomes are clear and specific.**

The learning outcomes in the syllabus have been analyzed as shown below. 45% of the respondents state learning outcomes are clear and specific. Remaining 50% of the respondents rate that learning outcomes are not clear and specific.



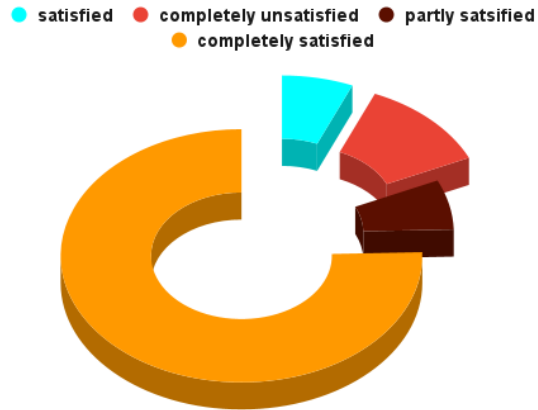
### 3. The Learning Outcomes are realistic.

The realistic nature of learning outcomes in the syllabus have been analyzed here. 60% the respondents state that learning outcomes are realistic. Remaining 40% of the respondents rate that learning outcomes are not realistic.



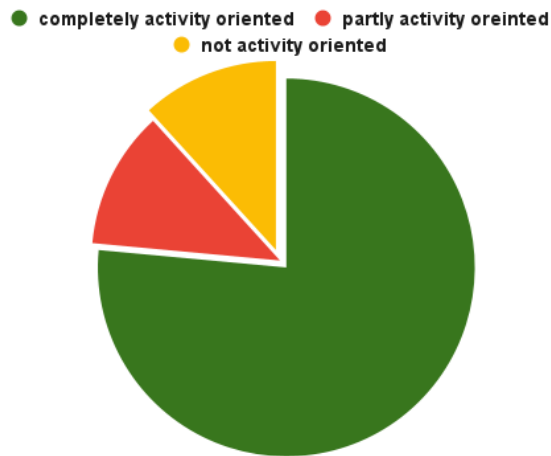
### 4. Are you completely satisfied by the way in which the assessment is conducted?

80% of the respondents respond positively to this question and opined that they are completely satisfied by the way in which the assessment is conducted. 10 % rate that they are partly satisfied, while another 7% are satisfied. Only 3% rate that they are completely unsatisfied by the way in which the assessment is conducted.



### 5. Is the syllabus activity oriented?

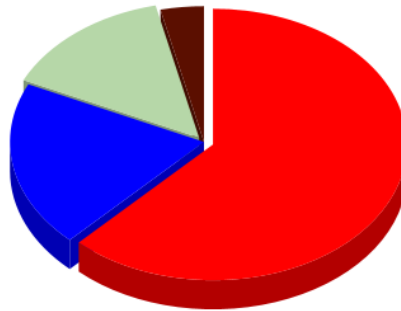
78% of the respondents respond positively to this question and opine that the syllabus is completely activity oriented. 12 % of the responses read “partly oriented”, while 10% rate that the syllabus is not activity oriented at all.



### 6. Syllabus is designed to enhance skill development.

The question about skill development is highly rated by the majority of the respondents (strongly agree - 69%, agree-22%). While 5% of the respondents are neutral, 4% disagree on this. None has rated strongly disagree.

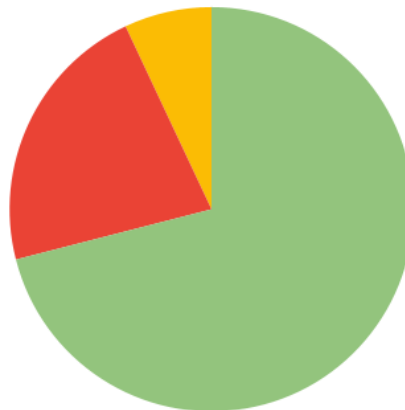
● strongly agree ● agree ● neutral ● disagree



### **7. Syllabus is designed with career orientation.**

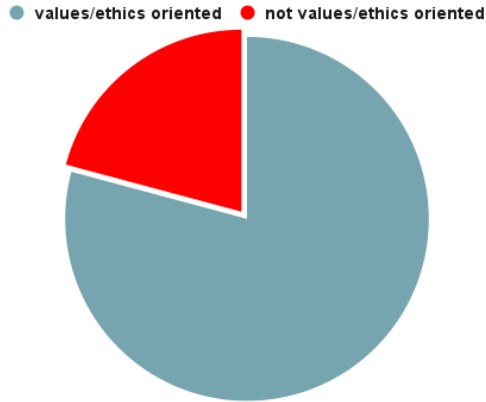
This question is highly rated by the majority of the respondents (strongly agree - 71%, agree-22%). While 7% of the respondents are neutral, none has rated disagree and strongly disagree.

● strongly agree ● agree ● neutral



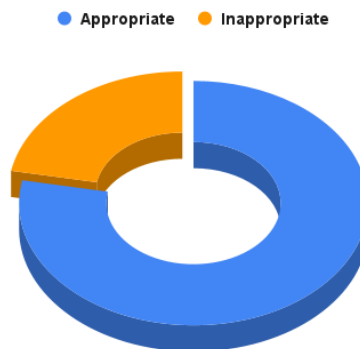
### **8. The syllabus has its foundation in values and ethics.**

76% of the respondents respond positively to this question. According to them, the syllabus is inculcated with values and ethics. Remaining 24% rate that the syllabus does not have a foundation of values and ethics.



**9. Appropriate measures taken in the implementation of syllabus during the Covid crisis.**

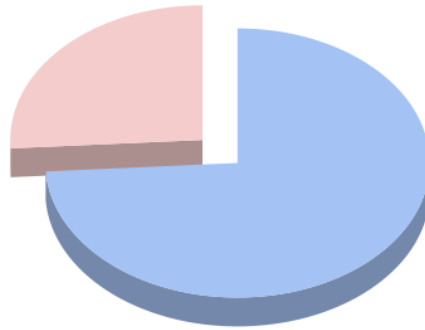
78% of the respondents responded positively to this question and opined that appropriate measures were taken in the implementation of syllabus during the Covid crisis. 22 % rated that the measures taken in the implementation of syllabus during the Covid crisis were inappropriate.



**10. Is online learning flexible and effective for the implementation of syllabus during the Covid crisis.**

74% responded positively to this question. According to them, online learning was flexible and effective for the implementation of syllabus during the Covid crisis. However, 26% disagree with this opinion.

● effective and flexible    ● not effective and flexible



### **Suggestions**

- Teach students the importance to know PO, PSO and CO
- Provide more attention on internal mentoring
- Adequate measures to make the Learning Outcomes are realistic, clear and specific.
- Arrange more remedial classes
- Arrange more focus on practical learning
- Organize national and international seminars
- 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 evaluate the syllabus in view of the overall development in job knowledge/competency of the employee employed. The objective of the feedback is to analyze whether the Programme Outcome (PO) and Course Outcome (CO) are stated in the syllabus, the functional nature of the Learning Outcomes and various other aspects of the syllabus in their life.

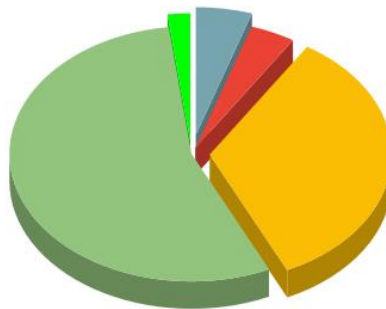
## Employer Feedback Report: 2021-22

The employer feedback of the academic year 2021-22 has been analyzed as given below where the views and opinions of the employer about the syllabus are evaluated 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. 60% of the respondents have rated the fact that both PO and CO are stated separately in the syllabus as relevant and extremely recommendable. 30% of the respondents have rated neither PO nor CO is stated in the syllabus. 6% of the respondents have rated only PO is stated while 3% of the respondents have rated only CO is stated. 1% of respondents mentioned the other option.

● only CO ● only PO ● neither PO or CO ● both PO and CO ● other



### **2. The Learning Outcomes are clear and specific.**

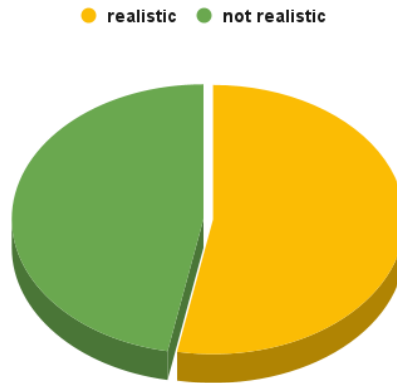
The learning outcomes in the syllabus have been analyzed below. 52% of the respondents state that learning outcomes are clear and specific. Remaining 48% of the respondents rate that learning outcomes are not clear and specific.

● clear ● not clear



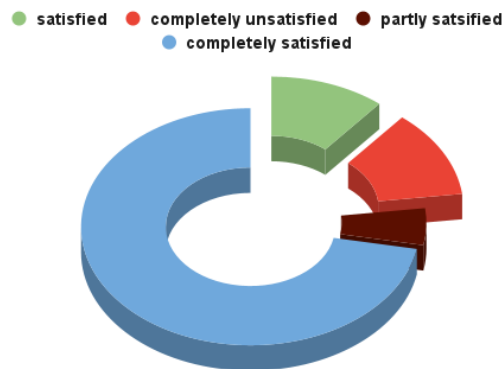
### 3. The Learning Outcomes are realistic.

The realistic nature of learning outcomes in the syllabus has been analyzed here. 53% the respondents state that learning outcomes are realistic. Remaining 47% of the respondents rate that learning outcomes are not realistic.



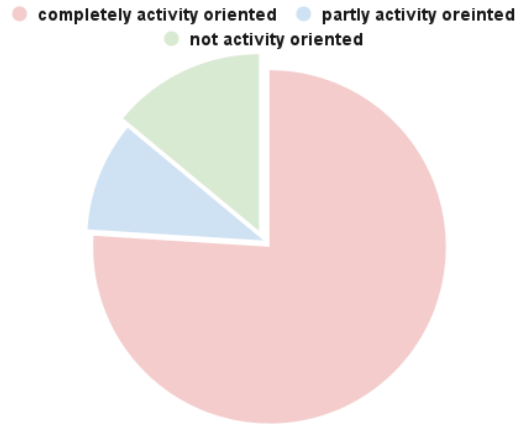
### 4. Are you completely satisfied by the way in which the assessment is conducted?

72% of the respondents respond positively to this question and opine that they are completely satisfied by the way in which the assessment is conducted. 5% rate that they are partly satisfied, while 11% are satisfied and 12% are completely unsatisfied by the way in which the assessment is conducted.



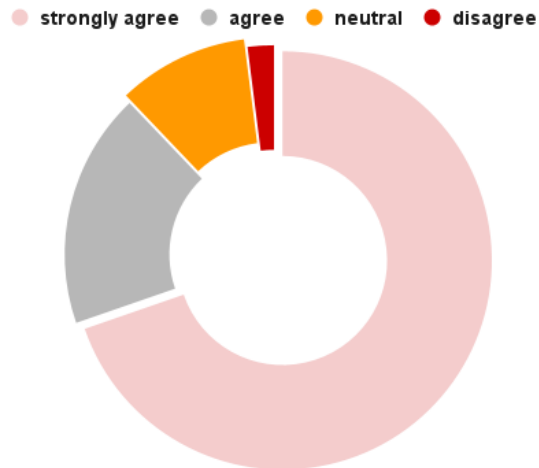
### 5. Is the syllabus activity oriented?

76% of the respondents respond positively to this question and opine that the syllabus is completely activity oriented. 10% of the responses read “partly oriented” while 14% rated that the syllabus is not activity oriented at all.



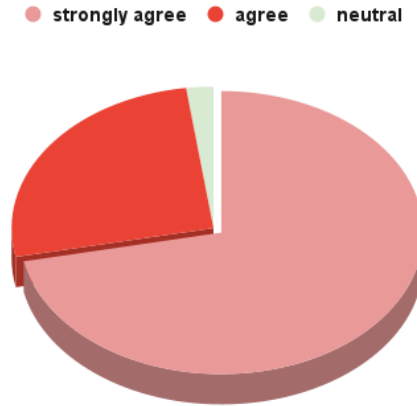
**6. Syllabus is designed to enhance skill development.**

The question about skill development is highly rated by the majority of the respondents (strongly agree - 69%, agree-18%). However, 10% of the respondents are neutral while 3% disagree and none strongly disagreed.



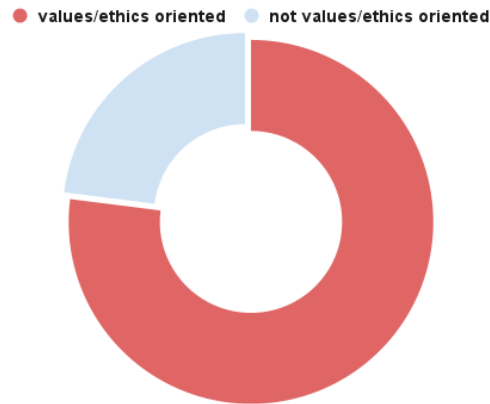
**7. Syllabus is designed with career orientation.**

This question is highly rated by the majority of the respondents (strongly agree - 66%, agree-24%). However, 10% of the respondents are neutral. None has rated disagree and strongly disagree.



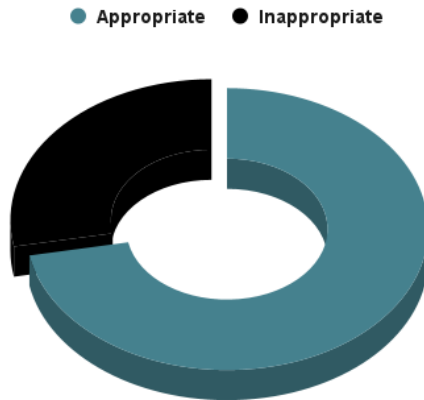
**8. The syllabus has its foundation in values and ethics.**

77% of the respondents responded positively to this question and opined that the syllabus was values and ethics oriented. Remaining 23% rated that the syllabus does not have its foundation in values and ethics.



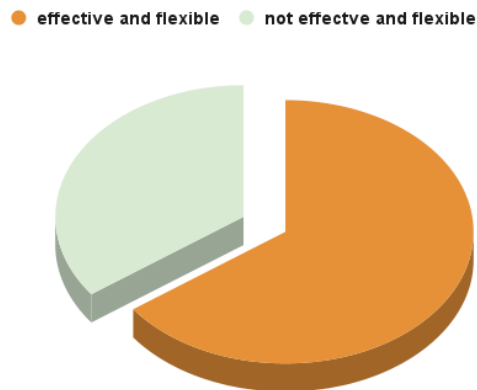
**9. Appropriate measures taken in the implementation of syllabus during the Covid crisis.**

75% of the respondents responded positively to this question and opined that appropriate measures were taken in the implementation of syllabus during the Covid crisis. 25 % rated that the measures taken in the implementation of syllabus during the Covid crisis were inappropriate.



**10. Is online learning flexible and effective for the implementation of syllabus during the Covid crisis.**

70% respond positively to this question saying that the contribution of online learning is flexible and effective for the implementation of syllabus during the Covid crisis. 30% disagree with this opinion.



**Suggestions**

- Try to include Programme Outcome (PO) and Course Outcome (CO) in the syllabus and it should be clearly stated.
- Provide personality development training
- Initiate steps to make Learning Outcomes realistic, clear and specific.
- Help students to use learn from online resource
- Arrange soft skill training for the students