



**T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM**  
**Internal Quality Assurance Cell**  
**TEACHERS' FEEDBACK REPORT**

The Internal Quality Assurance Cell (IQAC) of T.K.M. College of Arts and Science, in collaboration with various academic departments, conducts an annual evaluation of the syllabus through structured teacher feedback. This feedback is gathered through a carefully designed and validated questionnaire, with representative samples from all departments, ensuring a comprehensive review process. The primary objective of this feedback mechanism is to assess the academic rigor, relevance, and alignment of the syllabus with the evolving needs of both students and the academic community. The collected feedback critically examines the clarity of Programme and Course Outcomes (POs and COs), the specificity and realism of Learning Outcomes, and the coherence and logical progression of syllabus modules.

Additionally, the feedback process evaluates the adequacy of time allocation for each unit in relation to the prescribed curriculum framework, as well as the accessibility of curriculum-aligned resources such as textbooks and digital learning materials available in the institutional library. The focus is also placed on how well the syllabus facilitates experiential and activity-based learning, ensuring that teaching methods align with contemporary advancements in the discipline. Moreover, the feedback assesses the integration of ethical and value-based education within the syllabus and how effectively it fosters career readiness and employability. The alignment between the internal assessment framework and the curriculum objectives is another critical area under review.

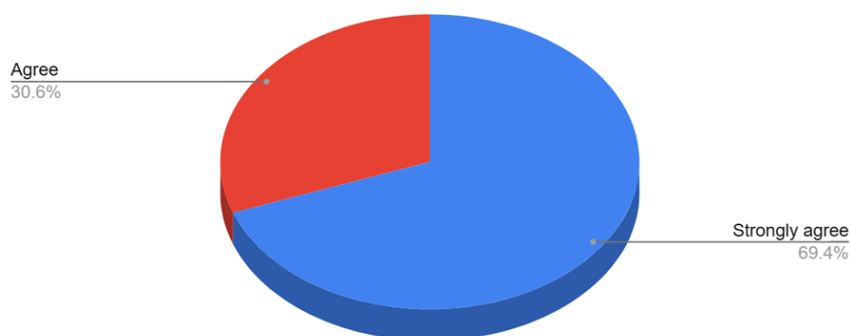
The feedback system aims to offer a comprehensive analysis of the syllabus and its impact on student learning and development. Each of the twelve questions in the questionnaire is individually examined to provide detailed insights into the effectiveness of the syllabus in meeting the needs of students and the broader academic goals. This rigorous evaluation helps the institution identify areas for improvement, ensuring that the syllabus remains relevant, competitive, and aligned with both academic and professional expectations. The overall goal is to strengthen the pedagogical approach, enhance skill development, and support the holistic development of students.

## **Teachers Feedback Report: 2023-24**

The teachers' feedback of the academic year 2023-24 has been analyzed as given below where the views and opinions of the teacher about the syllabus are evaluated in detail. The questionnaire contains 12 questions and each question is analyzed.

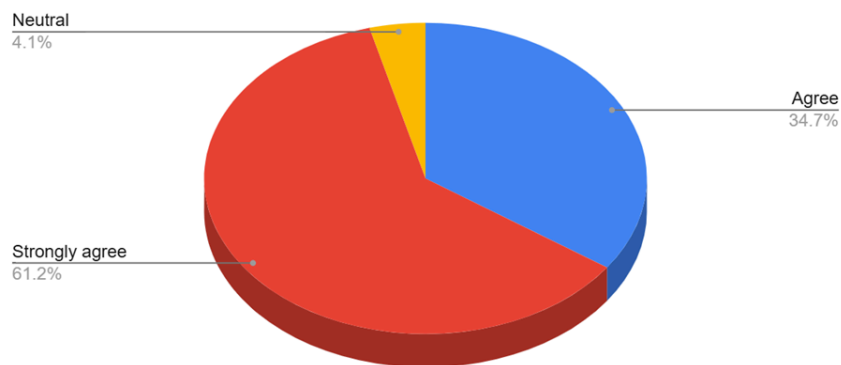
### **1. The Programme Outcome (PO) and Course Outcome (CO) stated in the syllabus.**

The responses regarding whether the program outcomes and course outcomes are mentioned in the syllabus are overwhelmingly positive. A significant 70% of respondents strongly agree with the statement, while the remaining 30% agree.



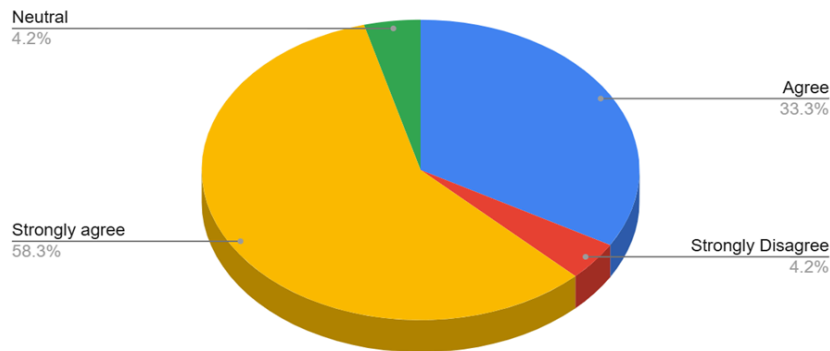
### **2. The Learning Outcomes are clear and specific**

The responses to the clarity and specificity of the learning outcomes are varied. A notable 61% of respondents strongly agree with the statement, 35% agree, and 4% remain neutral.



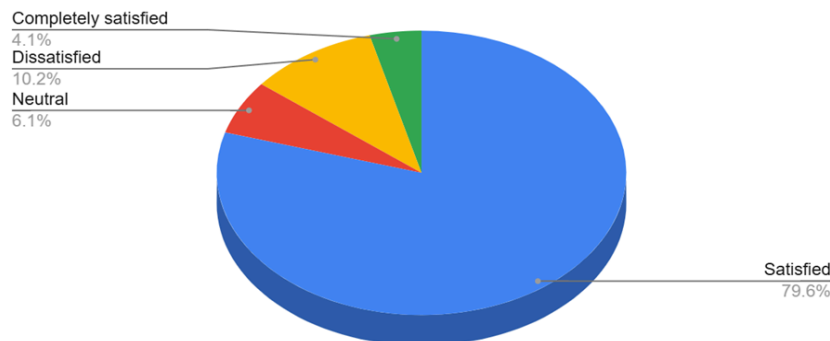
### **3. The Learning Outcomes are realistic**

The realistic nature of the learning outcomes in the syllabus is analyzed as follows: 58% of respondents strongly agree with the statement, 34 % agree, 4% remain neutral, and the remaining 4% believe the learning outcomes are not realistic.



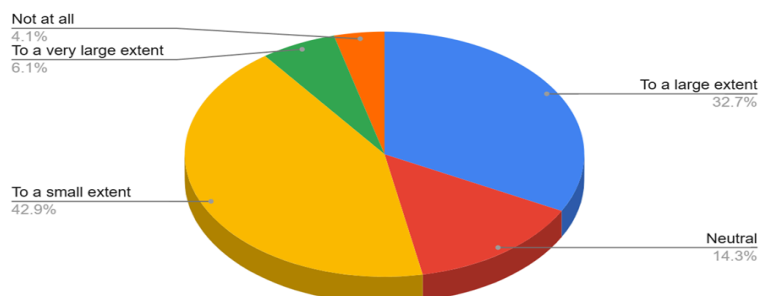
#### 4. How satisfied are you with the way the assessment is conducted?

Regarding satisfaction with the way assessments are conducted, 4% of respondents state they are completely satisfied, while 80% indicate they are satisfied. Meanwhile, 6% remain neutral, and 10% express dissatisfaction with the assessment process.

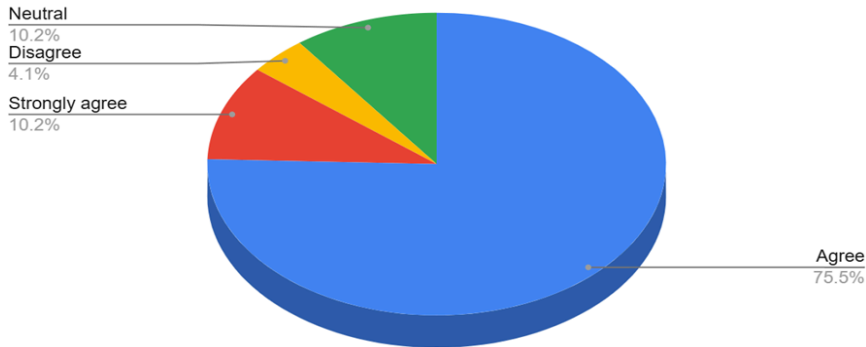


#### 5. To what extent is the syllabus activity-oriented?

The responses to whether the syllabus is activity-oriented are mixed. About 6% of respondents believe the syllabus is activity-oriented to a very large extent, 33% to a large extent, and 43% to a small extent. Meanwhile, 14% remain neutral, and 4% feel the syllabus is not activity-oriented at all.

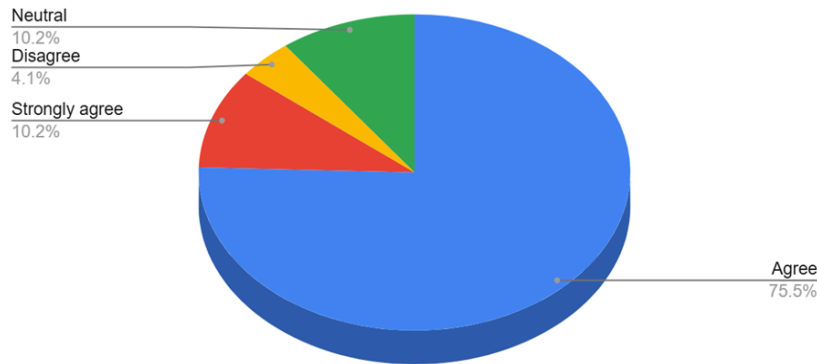


## 6. The syllabus is designed to enhance skill development.



The question about skill development is highly rated by the majority of the respondents (strongly agree - 10%, agree-76%). However, 10% of the respondents are neutral, while only 4% disagree. None have strongly disagreed.

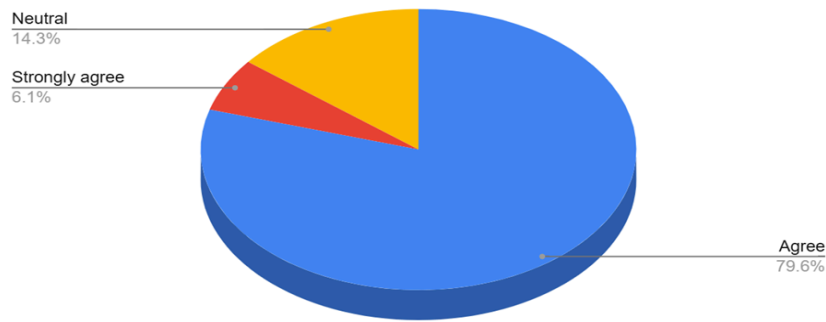
## 7. Syllabus is designed with career orientation.



This question is highly rated by the majority of the respondents (strongly agree - 10%, agree-75%). However, 10% of the respondents are neutral and 4% disagree.

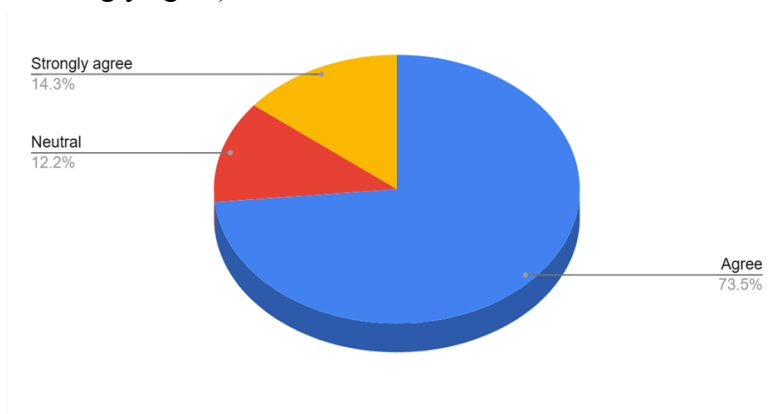
## 8. The syllabus has its foundation in values and ethics.

Most of the respondents respond positively to this question and opine that the syllabus is inculcated with values and ethics. 6% of respondents strongly agree and 80% of them agree with the statement. Whereas 14 % of respondents remain neutral.



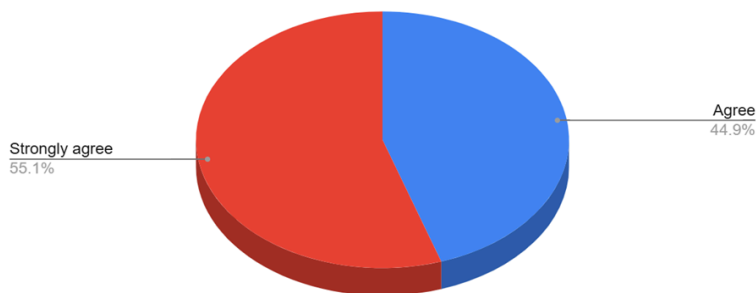
**9. The syllabus, curriculum delivery and teaching-learning process contribute to employability.**

Most of the respondents responded positively to this question and opined that syllabus curriculum delivery and teaching - learning process are contributing to employability(74 % agree and 14 % strongly agree). 12 % remains neutral.

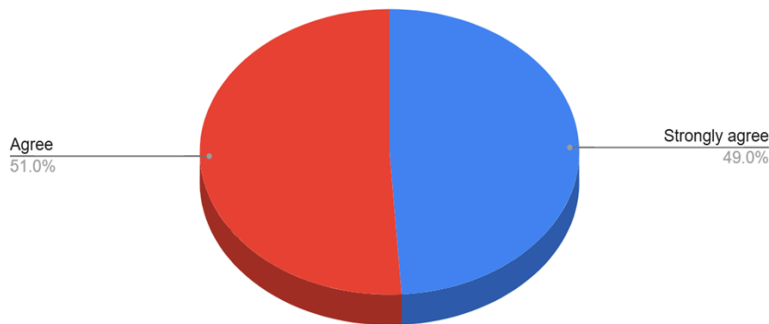


**10. The mentor-mentee/ tutorial system in the college is effective in nurturing your holistic development?**

All respondents expressed positive feedback to this question, with 55% strongly agreeing and 45% agreeing that the mentor-mentee system in our college is effective in nurturing holistic development.

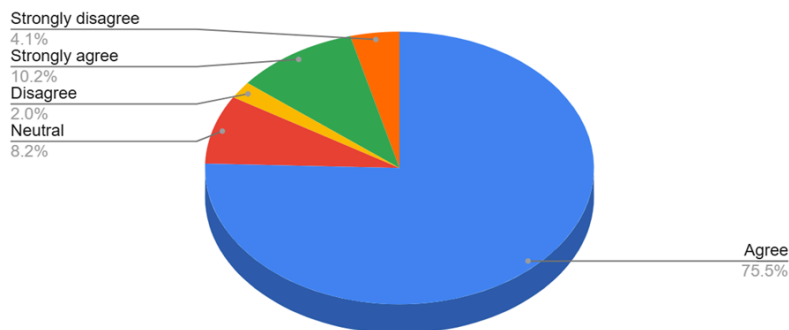


**11. The infrastructure and other facilities provided by the institution are sufficient to achieve the prescribed learning outcomes and course outcomes in relation to the syllabus is conducted.**



All respondents evaluated that the infrastructure and other facilities provided by the institution are sufficient to achieve the prescribed learning outcomes and course outcomes in relation to the syllabus, with 51% strongly agreeing and 49% agreeing.

**12. The syllabus promotes professional ethics, gender sensitivity, and environmental consciousness.**



Eighty percent of the respondents responded positively to this question (76% agreeing and 4% strongly agreeing) and opined that the syllabus promotes professional ethics, gender sensitivity, and environmental consciousness. However, 8% remained neutral, and 2% disagreed with this opinion.

## Suggestions

- Conduct faculty development workshops and symposia to enhance teachers' proficiency in using Learning Management Systems (LMS) for effective online teaching and learning.
- Introduce additional value-added courses aimed at equipping students with transferable skills to enhance employability and adaptability to dynamic professional environments.
- Organize field trips, industrial visits, and experiential learning programs to provide students with hands-on, practical knowledge relevant to their disciplines.
- Establish student groups to engage in social service activities, promoting community engagement and social responsibility.
- Develop mentorship programs pairing students with industry professionals to provide career guidance and real-world insights.
- Implement interdisciplinary seminars and project-based learning initiatives to encourage collaborative skills and innovative thinking among students.
- Conduct workshops focused on personal development, including communication skills, leadership training, and stress management, to holistically prepare students for future challenges.



**T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM**  
**Internal Quality Assurance Cell**  
**ALUMNI FEEDBACK ON SYLLABUS REPORT**

The Internal Quality Assurance Cell (IQAC) of T.K.M. College of Arts and Science, in collaboration with the college's alumni associations, conducts an annual feedback survey to assess the syllabus and facilities offered by the college. Using a well-designed and structured questionnaire, feedback is collected from a representative sample of alumni members. The primary goal of this initiative is to evaluate the alignment of the Programme Outcomes (PO) and Course Outcomes (CO) with the needs of students, ensuring that these outcomes are clearly stated in the syllabus. Alumni are asked to assess how effectively the Learning Outcomes are articulated and whether they are realistic in terms of their professional applications.

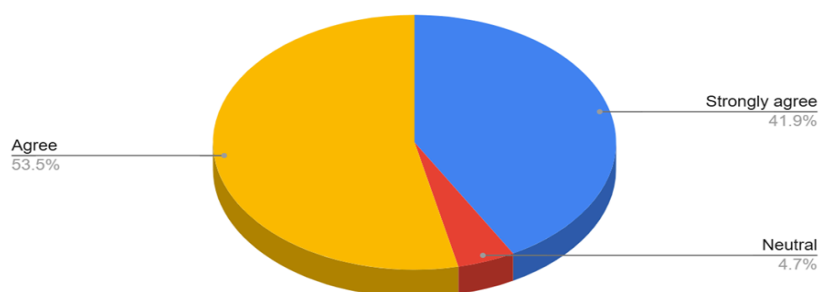
Furthermore, the feedback process explores the impact of the syllabus on job knowledge and competency development. Alumni are invited to reflect on the overall relevance of the curriculum, including its emphasis on skill enhancement, career orientation, and employability. Key aspects, such as the integration of ethical education, professional ethics, and the inclusion of gender sensitivity and environmental consciousness, are also evaluated. This feedback mechanism allows the institution to gain valuable insights into how the syllabus has contributed to the alumni's personal and professional growth, thereby helping to refine and improve future curriculum design and delivery.

## Alumni Feedback Report: 2023-24

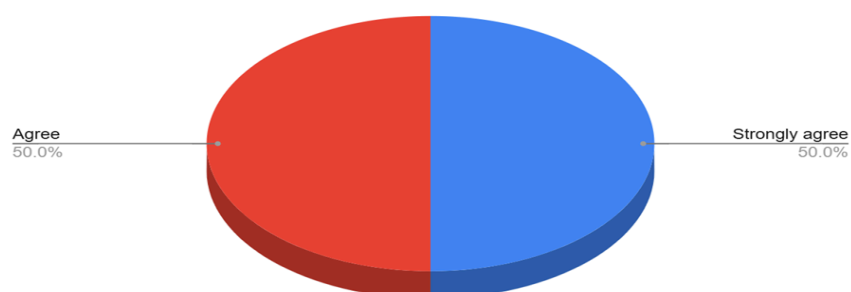
The alumni feedback of the academic year 2023-24 has been analyzed as given below where views and opinions, in detail, of the alumni about the syllabus are scrutinized. The questionnaire circulated contains 12 questions and each one is analyzed.

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

The responses regarding the Programme Outcomes (PO) and Course Outcomes (CO) are largely positive. 42% of respondents strongly agreed that both PO and CO are clearly stated in the syllabus, while 54% agreed with the statement. Only 5% of respondents remained neutral.



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

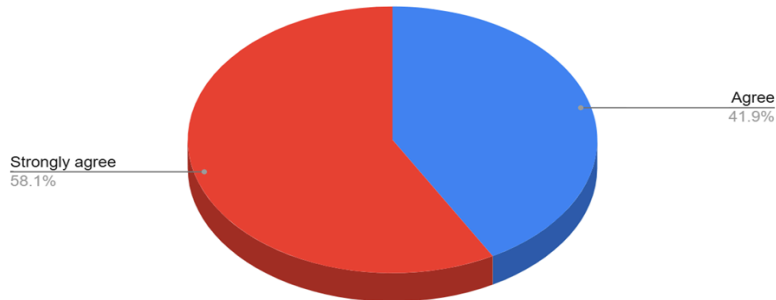


The clarity and specificity of the learning outcomes in the syllabus were analyzed, and all respondents expressed positive feedback. 50% of respondents strongly agreed that the learning outcomes are clear and specific, while the remaining 50% agreed with the statement.

### **3. The Learning Outcomes are realistic.**

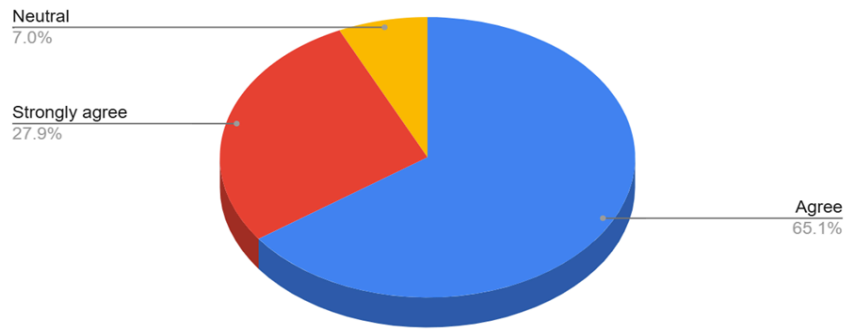
The realism of the learning outcomes in the syllabus has been analyzed. While 58% of respondents strongly agreed that the learning outcomes are realistic, the remaining 42% also

agreed that the learning outcomes are realistic.

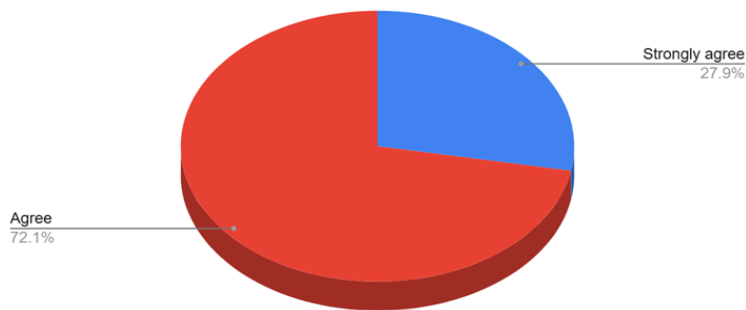


**4. The assessments being conducted have been met with complete satisfaction.**

The 28% of respondents expressed complete satisfaction with the way the assessment was conducted, while 65% stated that they were satisfied. 7% of respondents remained neutral.



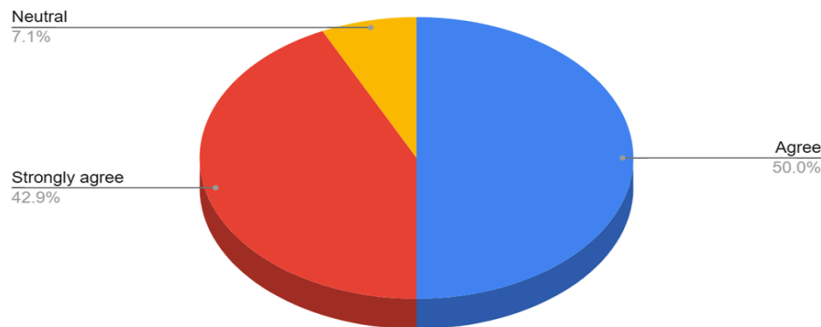
**5. The syllabus is activity oriented.**



All respondents gave positive feedback to the statement, expressing that the syllabus was entirely activity-oriented. 28% strongly agreed, while 72% agreed with the statement.

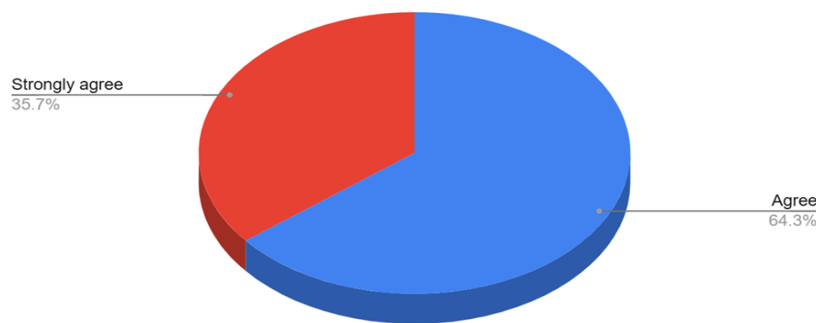
### 6. Syllabus is designed to enhance skill development.

The statement regarding skill development received strong support from the majority of respondents, with 43% strongly agreeing and 50% agreeing. However, 8% of respondents remained neutral.



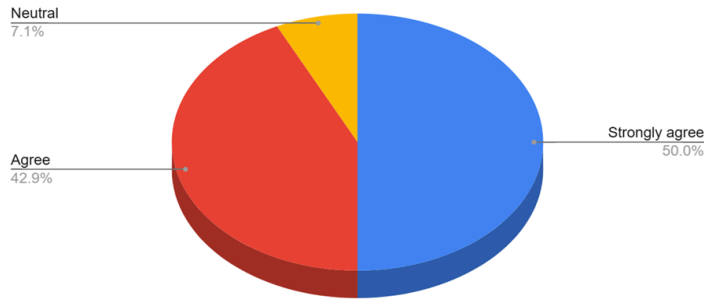
### 7. Syllabus is designed with career orientation.

This question is highly rated by the majority of the respondents (strongly agree -36%, agree-64%).

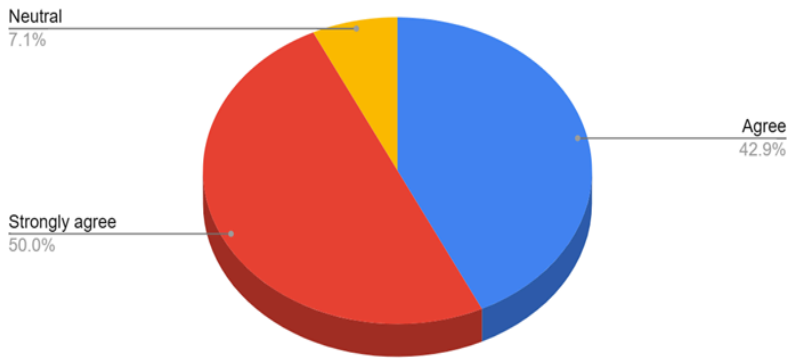


### 8. The syllabus has its foundation in values and ethics.

50% of respondents strongly agreed that the syllabus is grounded in values and ethics, while 43% also agreed. 7% remained neutral.



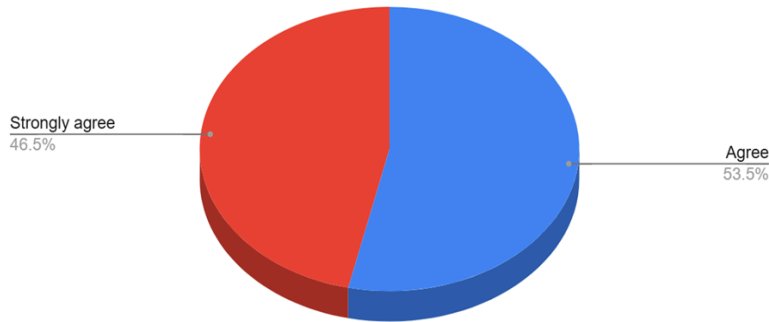
**9. The syllabus, curriculum delivery and teaching-learning process contribute to employability.**



Most of the respondents responded positively to the statement and opined that syllabus curriculum delivery and teaching - learning process are contributing to employability(43 % agree and 50 % strongly agree).Whereas 7 % remains neutral.

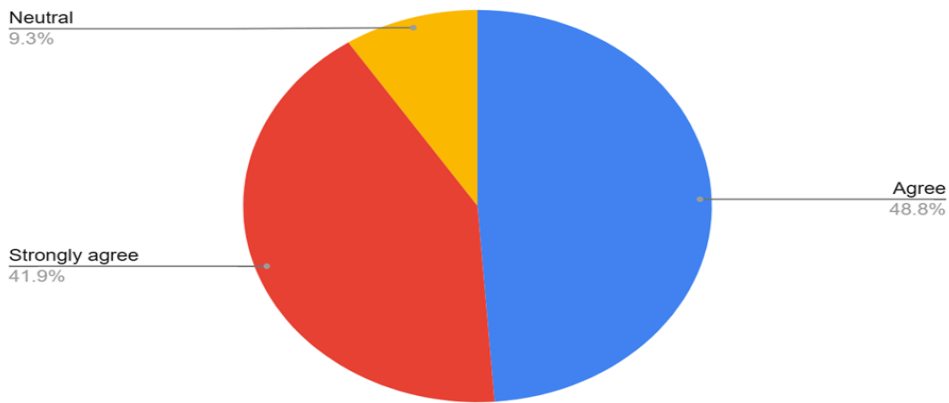
**10. The mentor-mentee/ tutorial system in the college is effective in nurturing your holistic development.**

All respondents expressed positive feedback to this question, with 54% strongly agreeing and 47% agreeing that the mentor-mentee system in our college is effective in nurturing holistic development.



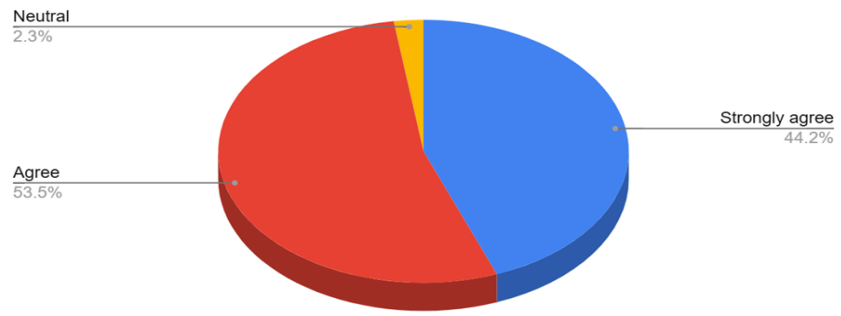
**11. The infrastructure and other facilities provided by the institution are sufficient to achieve the prescribed learning outcomes and course outcomes in relation to the syllabus.**

Most of the respondents evaluated that the infrastructure and other facilities provided by the institution are sufficient to achieve the prescribed learning outcomes and course outcomes in relation to the syllabus, with 42% strongly agreeing and 49% agreeing. Whereas 9% remained neutral.



**12. The syllabus promotes professional ethics, gender sensitivity, and environmental consciousness.**

Eighty percent of the respondents responded positively to this question (54% agreeing and 44% strongly agreeing) and opined that the syllabus promotes professional ethics, gender sensitivity, and environmental consciousness. However, 2% remained neutral with this opinion.



## **Suggestions**

- Foster active student engagement through participatory learning methods.
- Take appropriate measures to ensure Learning Outcomes are specific, realistic, and clearly defined.
- Regularly update the syllabus to align with current industry trends and academic advancements.
- Provide training programs for faculty to enhance their ability to deliver participatory and outcome-based education effectively.



**T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM**  
**Internal Quality Assurance Cell**  
**STUDENTS' FEEDBACK REPORT**

The Internal Quality Assurance Cell (IQAC) of T.K.M. College of Arts and Science, in collaboration with various academic departments, conducts an annual collection of student feedback on the syllabus. A representative sample, proportionate to the strength of each batch, is selected for the study, and feedback is gathered through a well-designed and structured questionnaire. This feedback mechanism aims to assess the relevance, clarity, and effectiveness of the syllabus in meeting the needs of students and the academic community. It evaluates whether the Programme Outcomes (PO) and Course Outcomes (CO) are clearly stated, the practicality of the Learning Outcomes, and the overall alignment of the syllabus with current academic and industry standards.

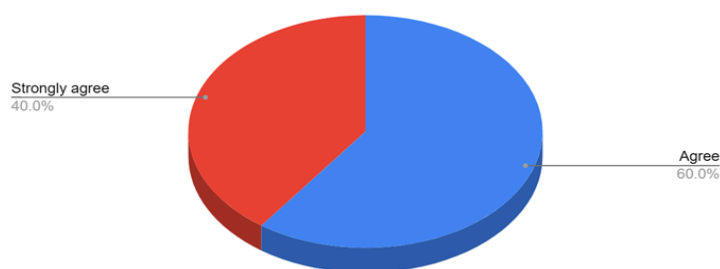
The study examines key aspects of the syllabus, such as the logical sequencing of modules and the appropriateness of class time allocation in relation to the curriculum framework. It also evaluates the availability of syllabus-aligned books and e-resources in the college library, as well as the syllabus's focus on experiential, activity-oriented learning. Further, the feedback process looks into how the syllabus integrates career orientation, professional ethics, gender sensitivity, and environmental consciousness, ensuring its competitiveness with the latest developments in the field. Additionally, the alignment between the internal assessment system and curriculum objectives is assessed. The report provides a comprehensive analysis of the student responses collected each academic year, offering detailed insights into all aspects of the syllabus through the nine questions in the questionnaire.

## Students' Feedback Report: 2023- 24

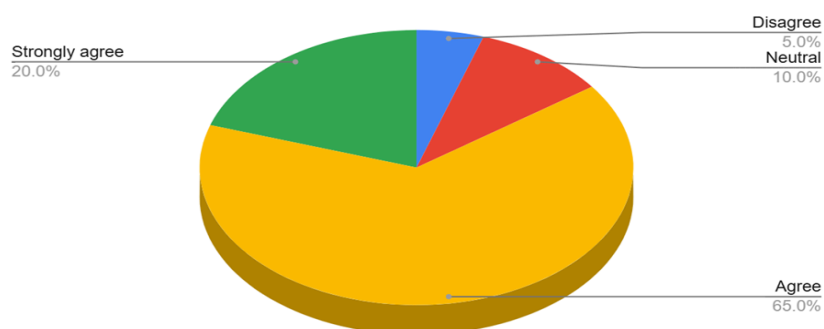
The student feedback of the academic year 2023-24 has been analyzed as given below where the views and opinions of the student about the syllabus are evaluated in detail. The questionnaire contains 12 questions and each question is analyzed.

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

The responses about programme outcome and course outcome are positive. 40% of the respondents have strongly agreed to the statement that both PO and CO are stated separately in the syllabus. The remaining 60% of the respondents have agreed to the statement.



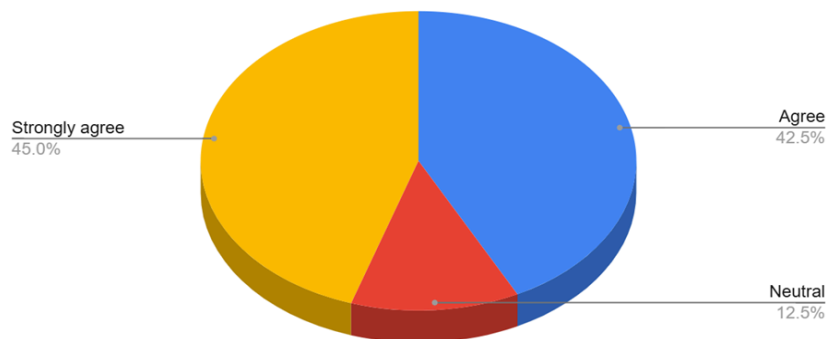
### **2. The Learning Outcomes are clear and specific.**



The clarity and specificity of the learning outcomes in the syllabus were analyzed, and all respondents expressed mixed feedback. 20% of respondents strongly agreed that the learning outcomes are clear and specific, while the remaining 65% agreed with the statement. 5% remained neutral to the statement whereas 5% of the respondents disagreed with the statement.

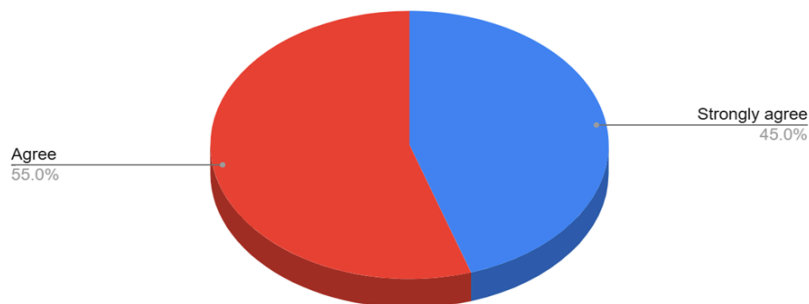
### 3. The Learning Outcomes are realistic.

The realism of the learning outcomes in the syllabus has been analyzed. While 45% of respondents strongly agreed that the learning outcomes are realistic, the 42% also agreed that the learning outcomes are realistic. 13 % of the participants remained neutral.



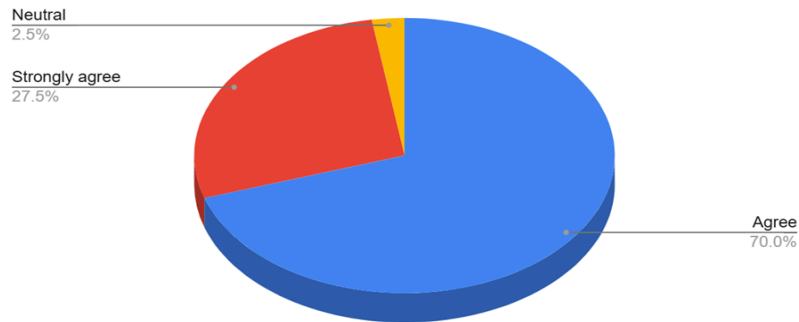
### 4. The way in which assessment conducted is completely satisfied

45% of respondents expressed complete satisfaction with the way the assessment was conducted, while 55% stated that they were satisfied.



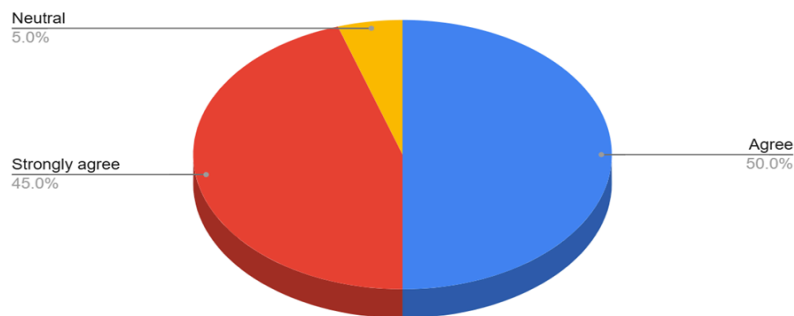
### 5. The syllabus is activity oriented.

28% of the respondents responded positively to this statement and opined that the syllabus is completely activity oriented. 70 % of the responses agreed to the statement , while 2% remained neutral.



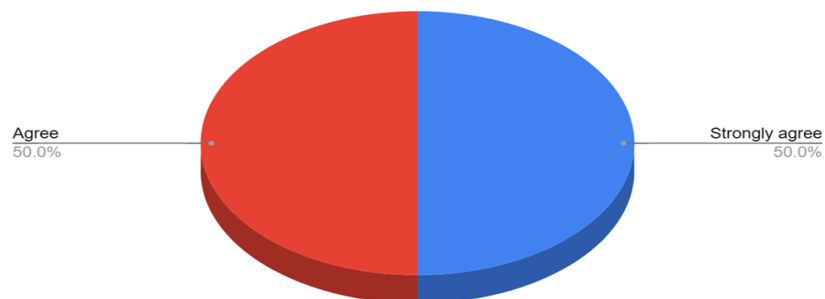
### 6. Syllabus is designed to enhance skill development.

The question about skill development is highly rated by the majority of the respondents (strongly agree - 45%, agree-50%). While 5% of the respondents are neutral.



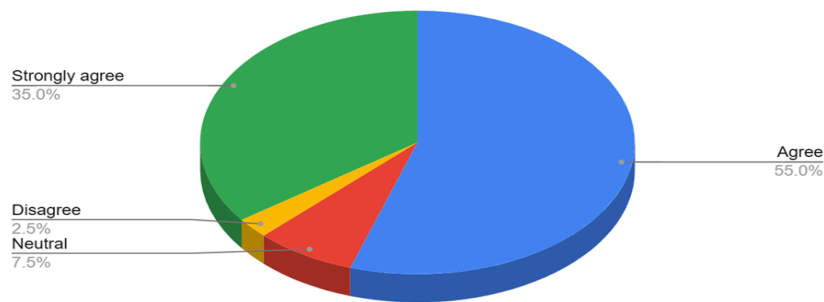
### 7. Syllabus is designed with career orientation.

The response to the statement is highly positive. (strongly agree - 50%, agree-50%).



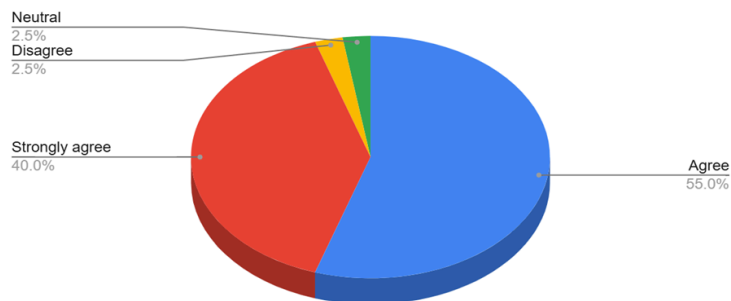
### 8. The syllabus has its foundation in values and ethics.

35% of the respondents responded positively. According to them, the syllabus is inculcated with values and ethics. 55% agreed to the statement. But 7.5 % remained neutral and 2.5 % disagreed with the statement.

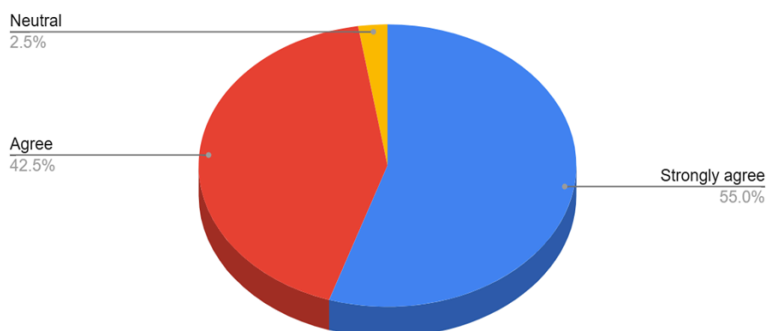


### 9. The syllabus, curriculum delivery and teaching-learning process contribute to employability.

Most respondents expressed positive feedback, stating that the syllabus curriculum delivery and teaching-learning process contribute to employability, with 40% strongly agreeing and 55% agreeing. 3% remained neutral, while 3% disagreed with the statement.



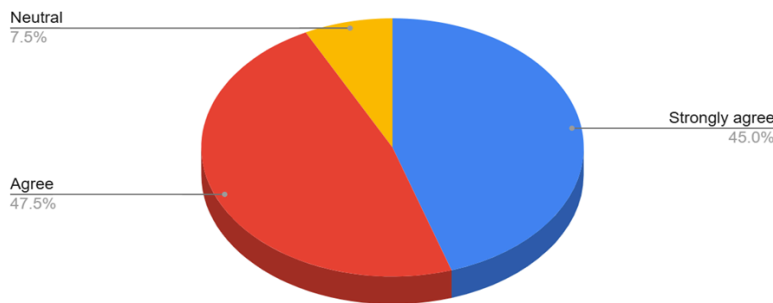
### 10. The mentor-mentee/ tutorial system in the college is effective in nurturing your holistic development?



All respondents expressed positive feedback to this question, with 55% strongly agreeing and 43% agreeing that the mentor-mentee system in our college is effective in nurturing holistic development. but 2% of the respondents remained neutral.

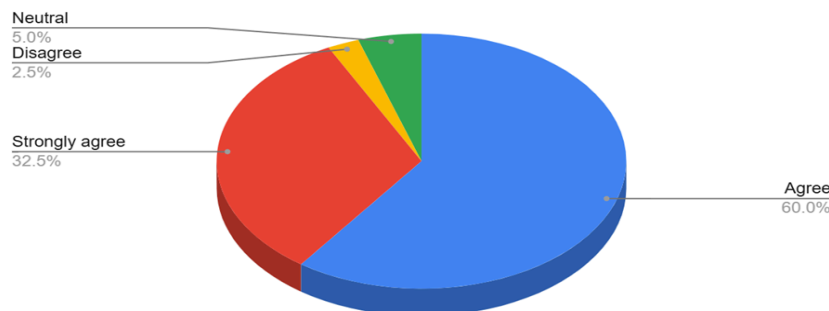
**11. The infrastructure and other facilities provided by the institution are sufficient to achieve the prescribed learning outcomes and course outcomes in relation to the syllabus is conducted.**

All respondents evaluated that the infrastructure and other facilities provided by the institution are sufficient to achieve the prescribed learning outcomes and course outcomes in relation to the syllabus, with 45% strongly agreeing and 48% agreeing. But 7% remain neutral.



**12. The syllabus promotes professional ethics, gender sensitivity, and environmental consciousness.**

Ninety two percent of the respondents responded positively to this question (60% agreeing and 33% strongly agreeing) and opined that the syllabus promotes professional ethics, gender sensitivity, and environmental consciousness. However, 5% remained neutral, and 2% disagreed with this opinion.



## **Suggestions**

- Educate students on the significance of understanding Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO).
- Strengthen the internal mentoring system to provide better academic and personal guidance.
- Implement measures to ensure Learning Outcomes are well-defined, realistic, and specific.
- Organize additional remedial classes to support students in need of extra assistance.
- Place greater emphasis on practical, hands-on learning experiences.
- Conduct national and international seminars to expose students to broader perspectives and advanced knowledge.
- Promote participatory learning to enhance student engagement and collaboration.



**T. K. M. COLLEGE OF ARTS AND SCIENCE, KOLLAM**  
**Internal Quality Assurance Cell**  
**EMPLOYER FEEDBACK REPORT**

The Internal Quality Assurance Cell (IQAC) of T.K.M. College of Arts and Science, in collaboration with the college's placement cell, gathers feedback from employers regarding the syllabus and the facilities provided by the college. A representative sample of employers is selected for the study, and feedback is collected using a well-structured and comprehensive questionnaire. Employers are asked to evaluate the syllabus based on its effectiveness in equipping graduates with relevant job knowledge and competency skills that contribute to their performance in the workplace.

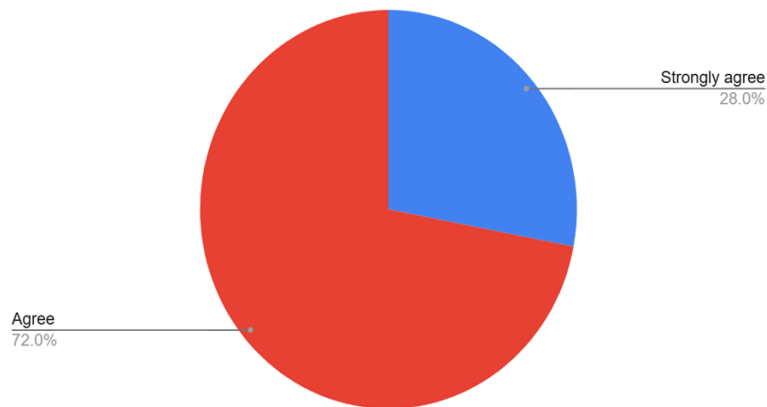
The primary objective of this feedback process is to assess the clarity and relevance of the Programme Outcomes (PO) and Course Outcomes (CO) as stated in the syllabus. Employers are also asked to evaluate the practicality of the Learning Outcomes, particularly in terms of their applicability in real-world professional environments. Additionally, the feedback explores various aspects of the syllabus, such as its alignment with current industry standards, its emphasis on skill development, and how well it prepares students for career challenges. This feedback helps ensure that the curriculum remains responsive to the evolving demands of the job market.

## **Employer Feedback Report: 2023-24**

The employer feedback of the academic year 2023-24 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.

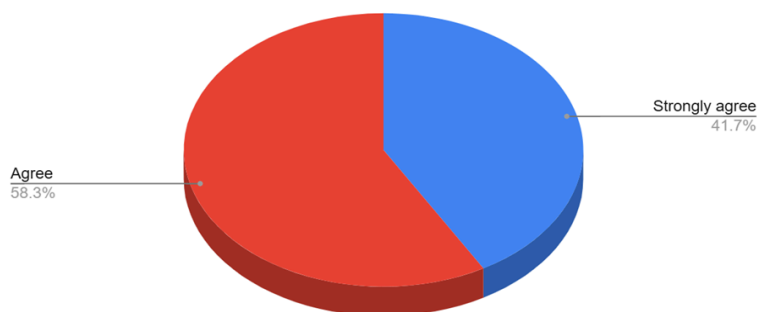
### **1. Programme Outcome (PO) and Course Outcome (CO) are stated in the syllabus.**

The responses about programme outcome and course outcome are positive. 28% of the respondents have strongly agreed to the statement that both PO and CO are stated separately in the syllabus. The remaining 72% of the respondents have agreed to the statement.



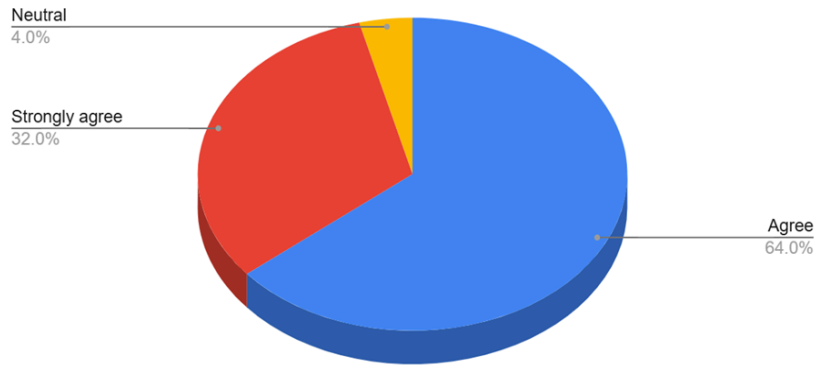
### **2. The Learning Outcomes are clear and specific.**

The clarity and specificity of the learning outcomes in the syllabus were analyzed, and all respondents expressed positive feedback. 42% of respondents strongly agreed that the learning outcomes are clear and specific, while the remaining 58% agreed with the statement..



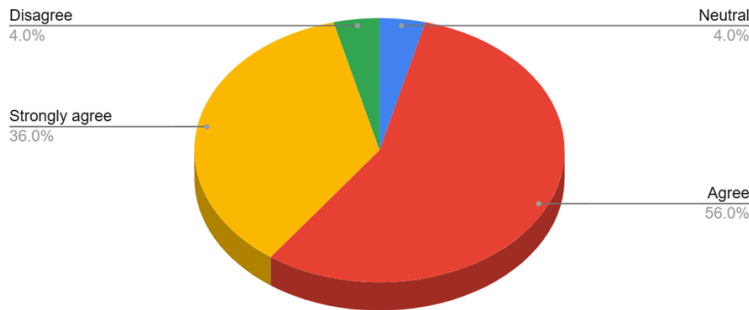
### **3. The Learning Outcomes are realistic.**

The realism of the learning outcomes in the syllabus has been analyzed. While 32% of respondents strongly agreed that the learning outcomes are realistic, the 64% also agreed that the learning outcomes are realistic. 4 % of the participants remained neutral.

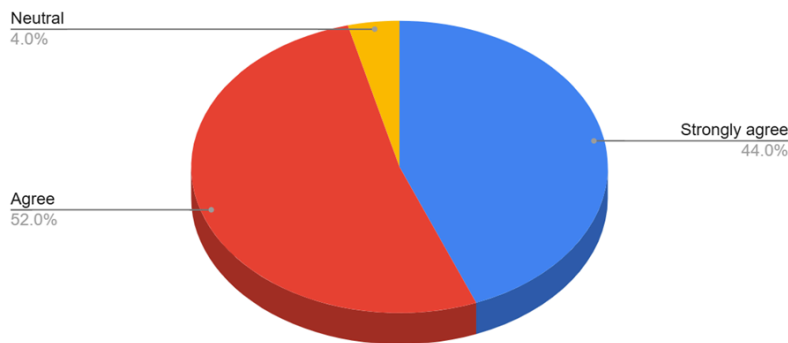


#### 4. The way in which assessment conducted is completely satisfied

36% of respondents expressed complete satisfaction with the way the assessment was conducted, while 56% stated that they were satisfied. 4% of respondents remained neutral, and 4% disagreed with the statement.



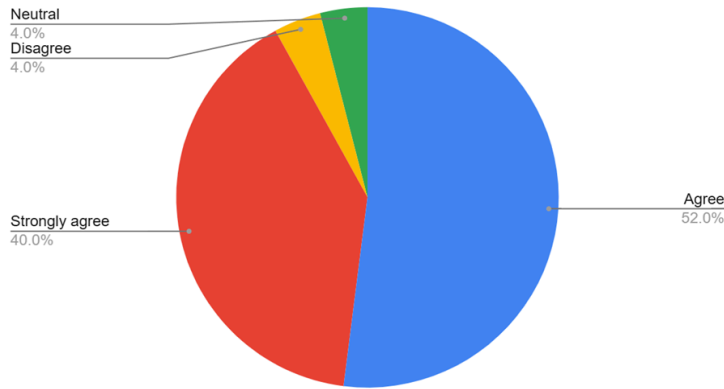
#### 5. The syllabus is activity oriented.



44% of the respondents responded positively to this statement and opined that the syllabus is completely activity oriented. 52 % of the responses agreed to the statement , while 4% remained neutral.

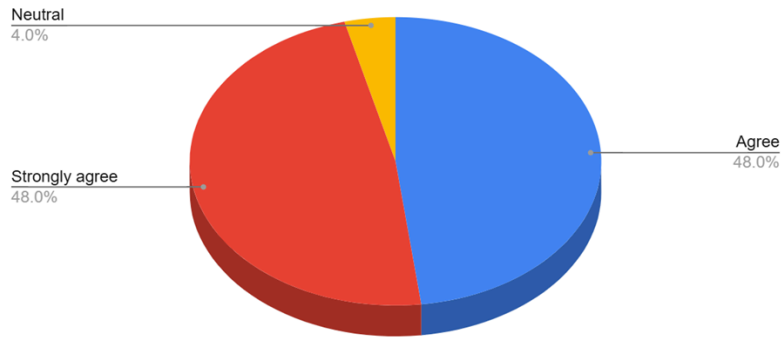
**6. Syllabus is designed to enhance skill development.**

The question regarding skill development received high ratings from the majority of respondents, with 40% strongly agreeing and 52% agreeing. 5% of respondents remained neutral, while 4% disagreed with the statement.

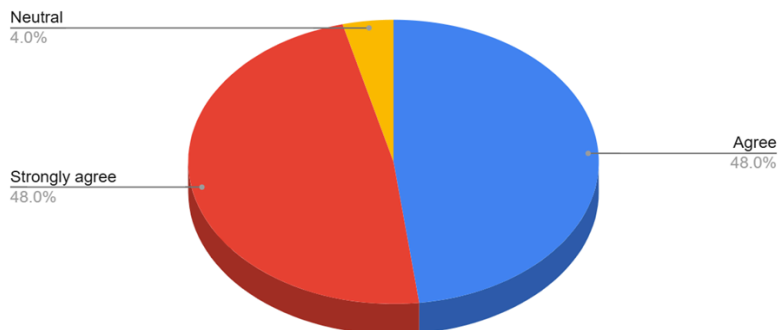


**7. Syllabus is designed with career orientation.**

The response to the statement is highly positive. (strongly agree - 48%, agree-48%) while only 4% remained neutral.



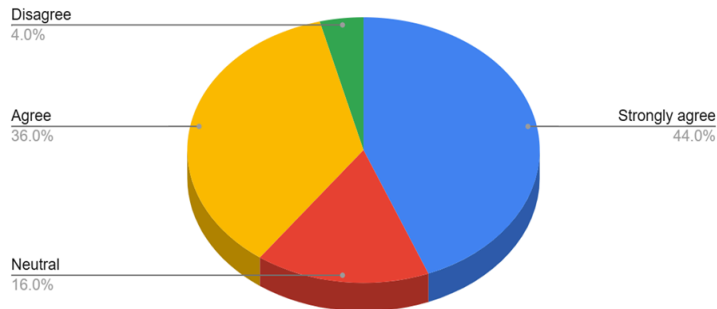
**8. The syllabus has its foundation in values and ethics.**



48% of the respondents responded positively. According to them, the syllabus is inculcated with values and ethics. 48% agreed to the statement. But 4 % remained neutral.

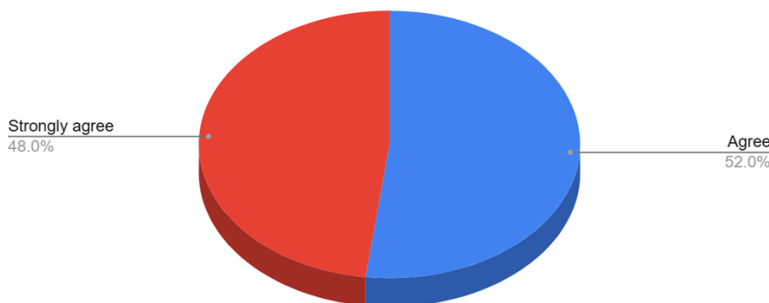
**9. The syllabus, curriculum delivery and teaching-learning process contribute to employability.**

Most respondents expressed positive feedback, stating that the syllabus curriculum delivery and teaching-learning process contribute to employability, with 44% strongly agreeing and 36% agreeing. 16% remained neutral, while 4% disagreed with the statement.



**10. The syllabus promotes professional ethics, gender sensitivity, and environmental consciousness.**

Ninety two percent of the respondents responded positively to this question (52% agreeing and 48% strongly agreeing) and opined that the syllabus promotes professional ethics, gender sensitivity, and environmental consciousness.



## **Suggestions**

- Offer personality development training to enhance students' confidence and interpersonal skills.
- Take necessary steps to make Learning Outcomes specific, realistic, and clearly defined.
- Encourage and guide students to effectively utilize online learning resources.
- Organize soft skills training programs to improve students' communication, teamwork, and problem-solving abilities.
- Place greater emphasis on practical, hands-on learning experiences.