



# MARIAN COLLEGE KUTTIKANAM

( AUTONOMOUS )

## CRITERIA I

### FEEDBACK ANALYSIS REPORT

2016-2017





Criterion I - Curricular Aspects

## Analysis Report of Feedback 2016–2017 on Syllabus and its Transaction at the Institution

The institution ensures that the curriculum is up to date and meets the demands of the time. It undertakes a methodical procedure to guarantee the local, regional, national and global needs under the supervision of IQAC. All programmes are revised and reviewed periodically which manifests itself in the form of input on the curriculum gathered from various stakeholders. A structured (rating-based) feedback form, designed by IQAC feedback committee, is collected by departments from IQAC office and is circulated among stakeholders such as Students, Teachers, Alumni, and Industry experts to get their suggestions with regard to the quality of the curriculum. The responses from stakeholders are analysed by the members of the feedback committee and suggestions are promptly communicated to various departments. The suggestions from various stakeholders are discussed in the BOS meeting and necessary changes are recommended to the curriculum. These recommendations are forwarded to the Academic Council for approval. Based on the amendments made by the Academic Council, an Action Taken Report (ATR) is prepared by each department and is submitted to the IQAC, which analyses the reports and compiles it in the form of an Annual Feedback Action Taken Report. The ATR is approved by the feedback committee and is duly uploaded in the college website.



## Criterion I - Curricular Aspects

### ALUMNI FEEDBACK

Alumni feedback provides valuable insights into the evaluation of academic programmes. It plays a prominent role in improving the accountability of the curriculum. Alumni feedback on the syllabus addresses a wide range of areas ranging from its transaction to its employability. Alumni feedback on syllabus comprises of seven parameters:

1. Curriculum transaction
2. Curriculum updated according to recent developments
3. Integration of ethical, environmental, and gender aspects into the curriculum
4. Inclusion of value addition programmes
5. Overall rating of the curriculum under autonomy
6. Practical exposure offered by the curriculum to meet industrial needs
7. Employability

### Analysis

Result of the evaluation is based on a 5-point scale:

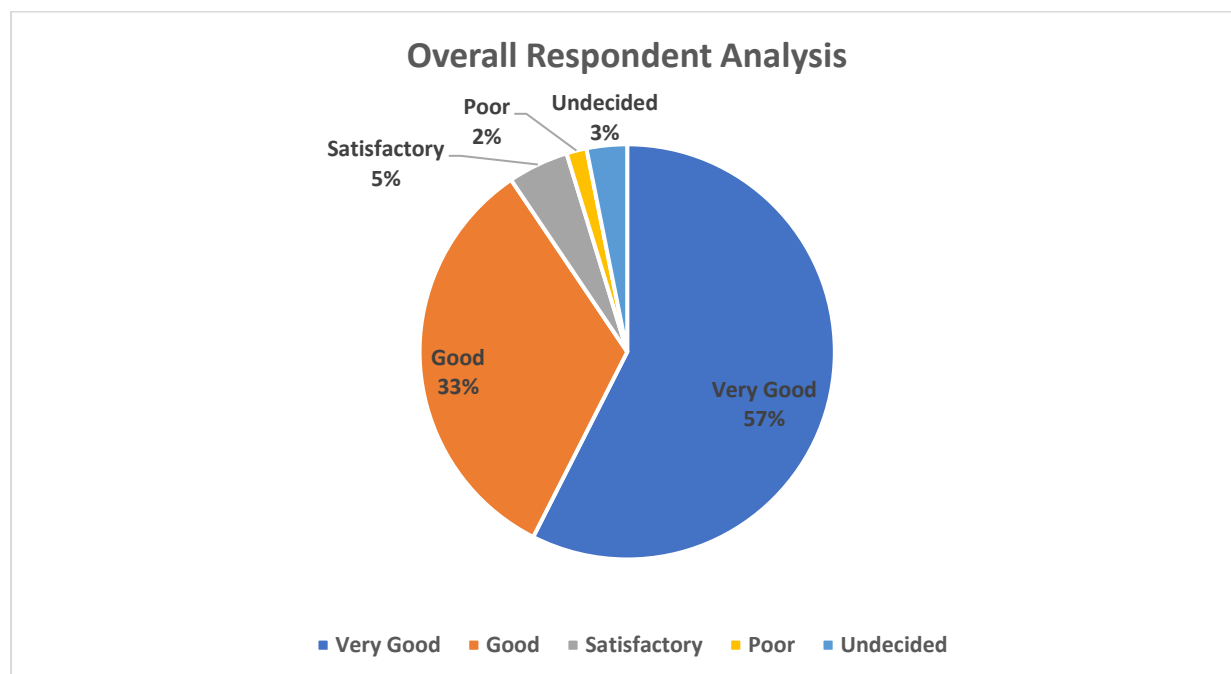
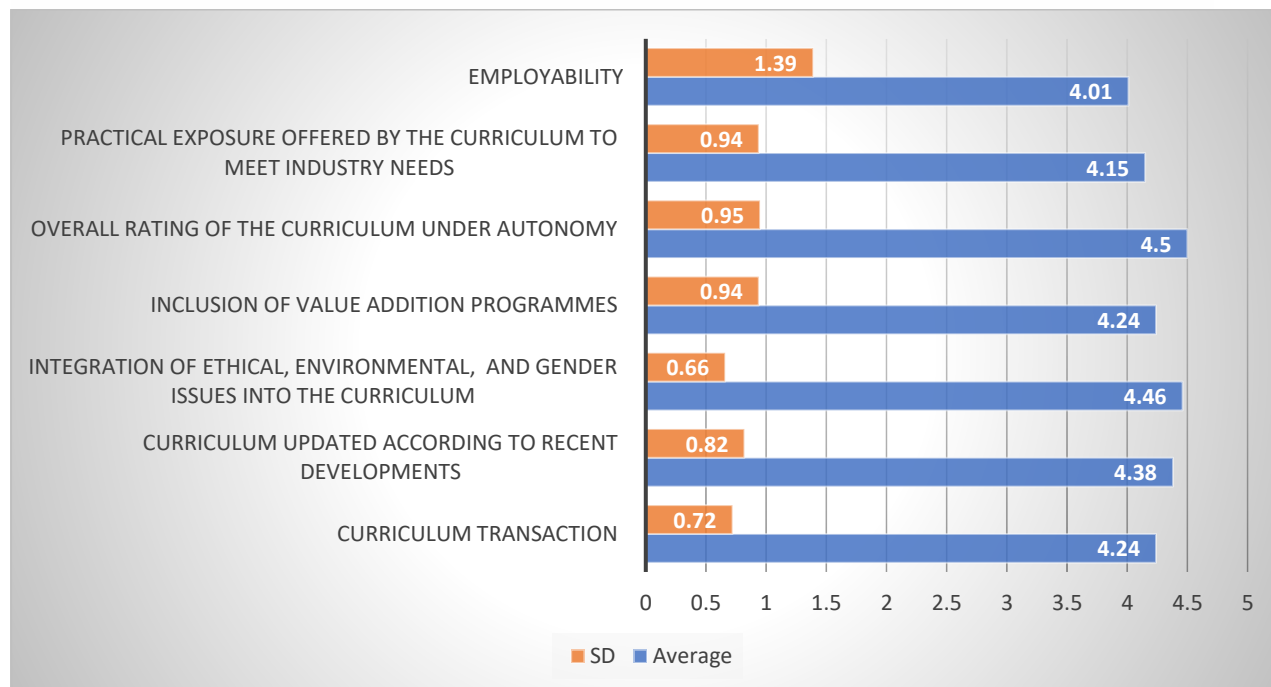
1. Curriculum transaction - 4.24
2. Curriculum updated according to recent developments – 4.38
3. Integration of ethical, environmental and gender Issues into the curriculum – 4.46
4. Inclusion of value addition programmes – 4.24
5. Overall rating of the curriculum under autonomy – 4.5
6. Practical exposure offered by the curriculum to meet industry needs – 4.15
7. Employability – 4.01

### Overall Respondent Analysis for 2016-2017

Overall	Scale	Frequency	Average %
Total Ratings - 127	Very Good (5)	73	57.48
	Good (4)	42	33.07
	Satisfactory (3)	6	4.73
	Poor (2)	2	1.57
	Undecided (1)	4	3.15



## Criterion I - Curricular Aspects





## Criterion I - Curricular Aspects

### STUDENT FEEDBACK

Student feedback is an attempt to strengthen the efficacy of curriculum transaction and the quality of teaching-learning process. It helps in comprehending the aspirations and requirements of students. It comprises of seven parameters:

1. Curriculum quality
2. Industry relevance of the syllabus
3. Value addition courses offered
4. Updated curriculum
5. Examination procedures
6. Environmental, gender, and ethical aspects in the curriculum
7. Employability

### Analysis

Result of the evaluation is based on a 5-point scale:

1. Curriculum quality – 4.26
2. Industry relevance of the syllabus – 4.23
3. Value addition courses offered – 4.58
4. Updated curriculum – 4.48
5. Examination procedures – 4.1
6. Environmental/Gender/Ethical aspects in the curriculum – 4.28
7. Employability – 4.6

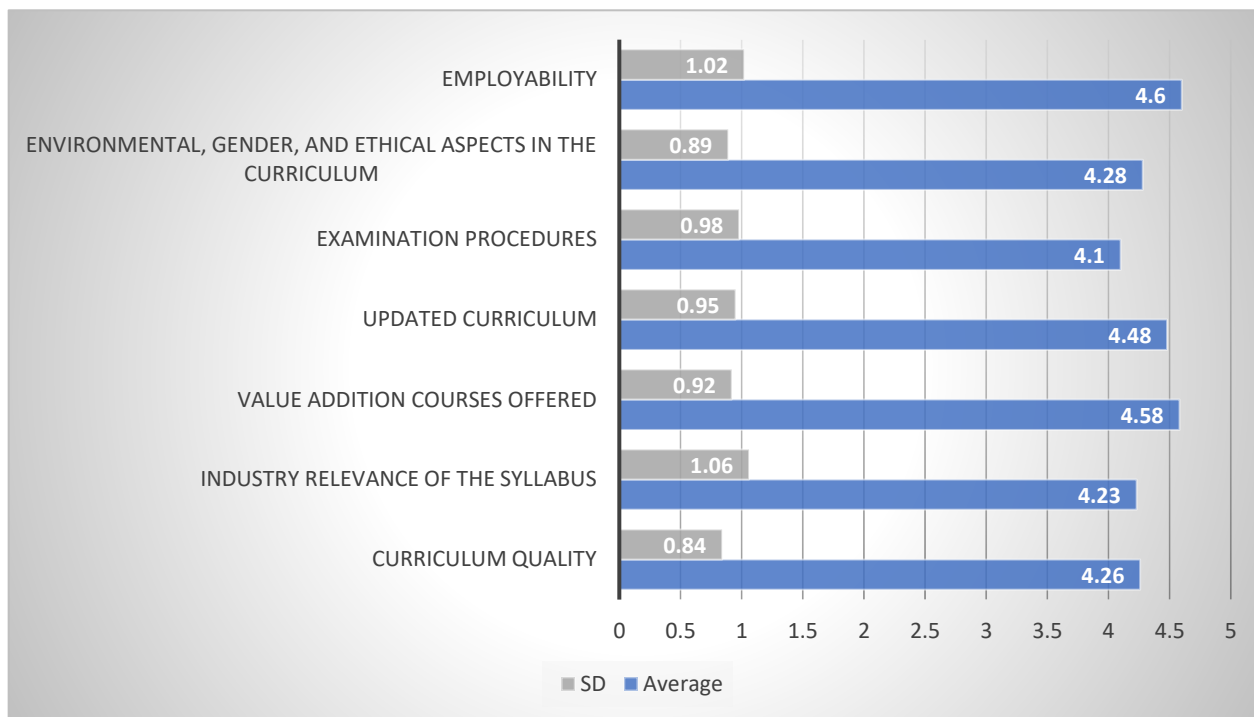
### Overall Respondent Analysis for 2016-2017

Overall	Scale	Frequency	Average %
Total Ratings - 211	Very Good (5)	57	27.20
	Good (4)	80	37.70
	Satisfactory (3)	52	24.73
	Poor (2)	16	7.53
	Undecided (1)	6	2.84

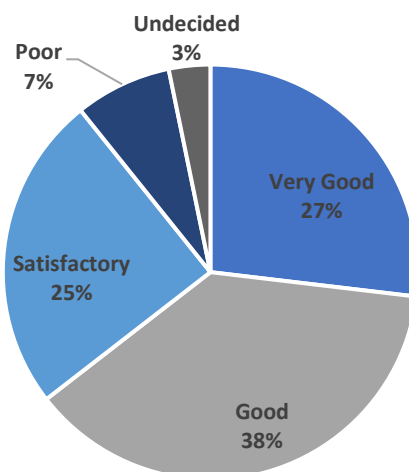




## Criterion I - Curricular Aspects



## Overall Respondent Analysis



■ Very Good ■ Good ■ Satisfactory ■ Poor ■ Undecided



## Criterion I - Curricular Aspects

### TEACHER FEEDBACK

The college considers teachers as valuable stakeholders in the process of curriculum enrichment. The timely modification and successful execution of the syllabus is ensured through peer evaluation of different curricular aspects.

Stakeholder evaluates the syllabus based on the following criteria:

1. Overall rating of the curriculum
2. Content of the syllabus
3. Frequency of syllabus revision
4. Curriculum updation with recent developments
5. Integration of ethical, gender, and environmental issues into the curriculum
6. Value added courses for skill development
7. Employability

### Analysis

Result of the evaluation is based on a 5-point scale:

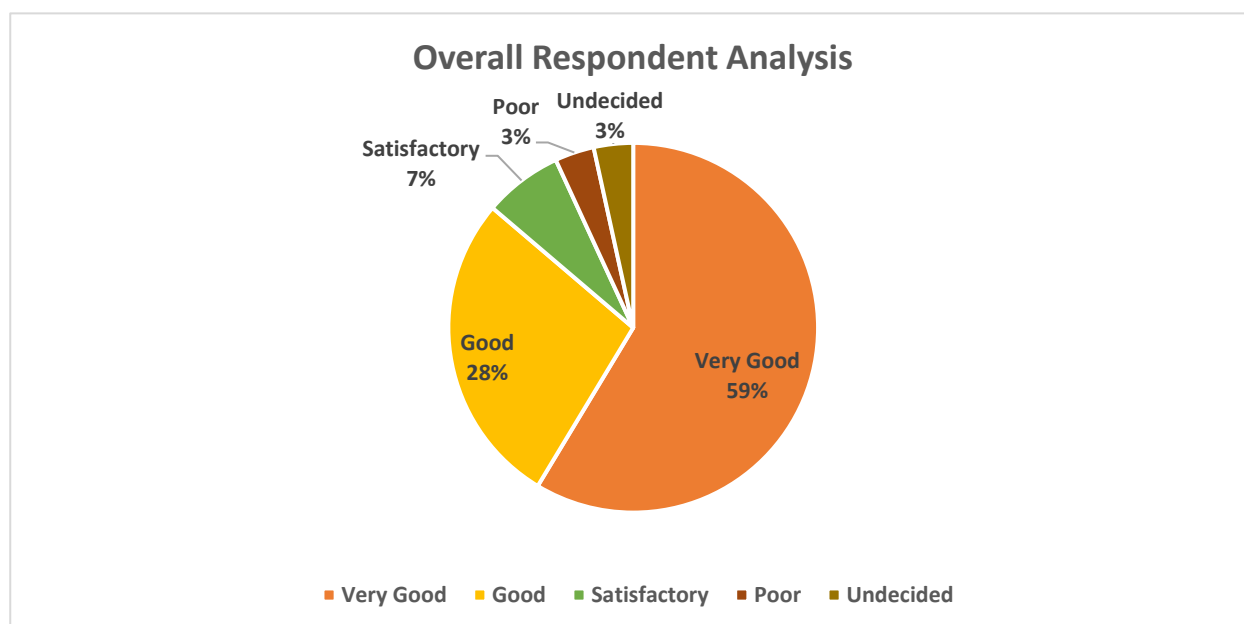
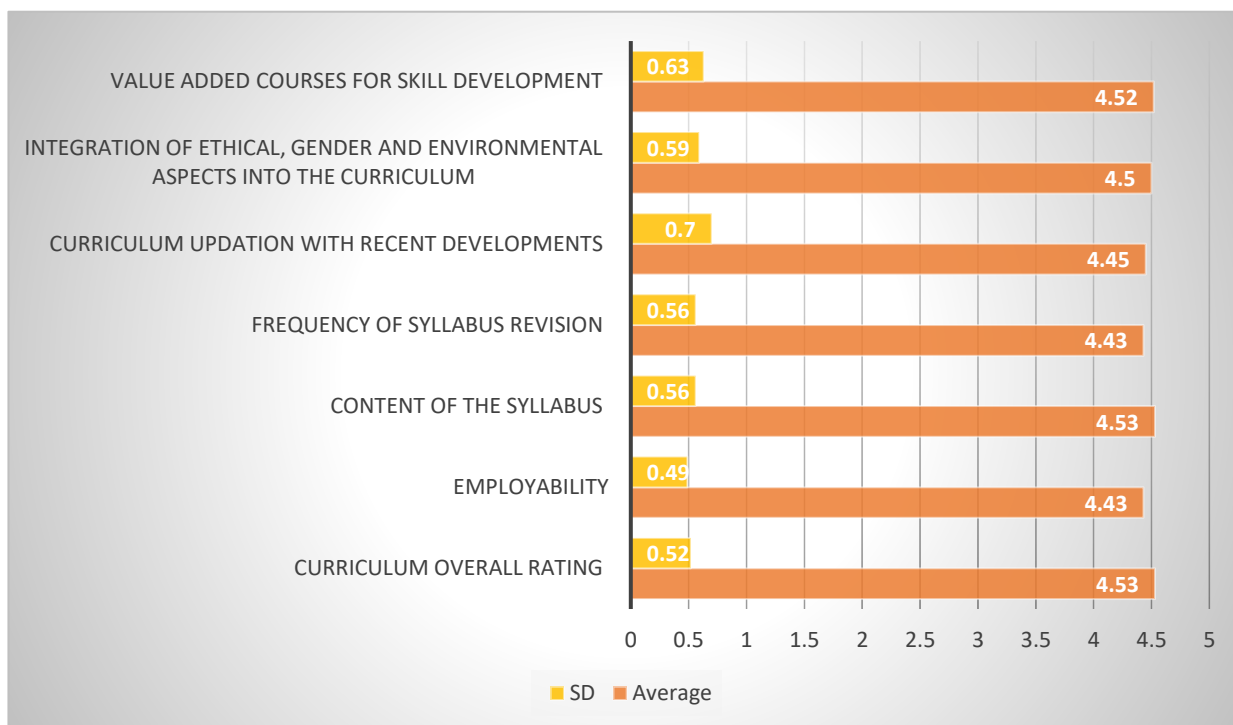
1. Curriculum overall rating – 4.53
2. Employability – 4.43
3. Content of the syllabus – 4.53
4. Frequency of syllabus revision – 4.43
5. Curriculum updation with recent developments – 4.45
6. Integration of ethical, gender and environmental aspects into the curriculum – 4.50
7. Value added courses for skill development – 4.52

### Overall Respondent Analysis for 2016-2017

Overall	Scale	Frequency	Average %
Total Ratings - 29	Very Good (5)	17	58.64
	Good (4)	8	27.59
	Satisfactory (3)	2	6.89
	Poor (2)	1	3.44
	Undecided (1)	1	3.44



Criterion I - Curricular Aspects



## Criterion I - Curricular Aspects

### INDUSTRY FEEDBACK

Industry feedback is considered a crucial determinant in developing and designing the curriculum. It is one of the decisive factors in fostering students' competence to meet industrial demands. Renowned experts from different fields have been asked to evaluate the curriculum based on the following criteria:

1. Components addressing industrial demands
2. Inclusion of value addition courses according to industry requirements
3. Relevance of the specialization streams in relation to industrial needs
4. The extend of technological advancements included in the syllabus
5. Integration of ethical, gender, and environmental issues into curriculum
6. Communication, presentation, negotiation and interpersonal skills
7. Quantitative analysis skills

### Analysis

Result of the evaluation is based on a 5-point scale:

1. Relevance of the curriculum addressing the industrial needs – 4.44
2. Inclusion of value addition courses according to industrial requirements – 4.09
3. Relevance of the specialization streams in relation to industrial needs – 4.13
4. The extend of technological advancements included in the syllabus – 4.02
5. Integration of ethical, gender and environmental aspects into curriculum – 4.07
6. Communication, presentation, negotiation and interpersonal skills – 4.11
7. Quantitative analysis skills – 4.18

### Overall Respondent Analysis for 2016-2017

Overall	Scale	Frequency	Average %
Total Ratings - 25	Very Good (5)	8	32
	Good (4)	12	48
	Satisfactory (3)	3	12
	Poor (2)	2	8
	Undecided (1)	0	0



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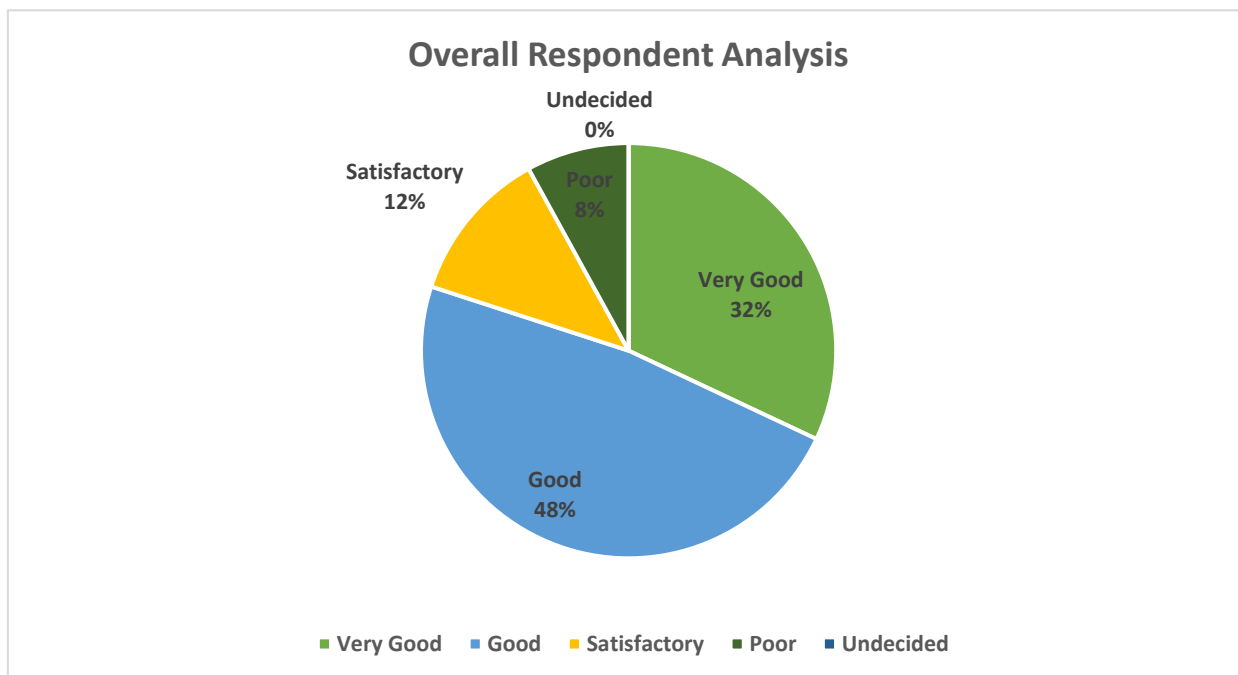
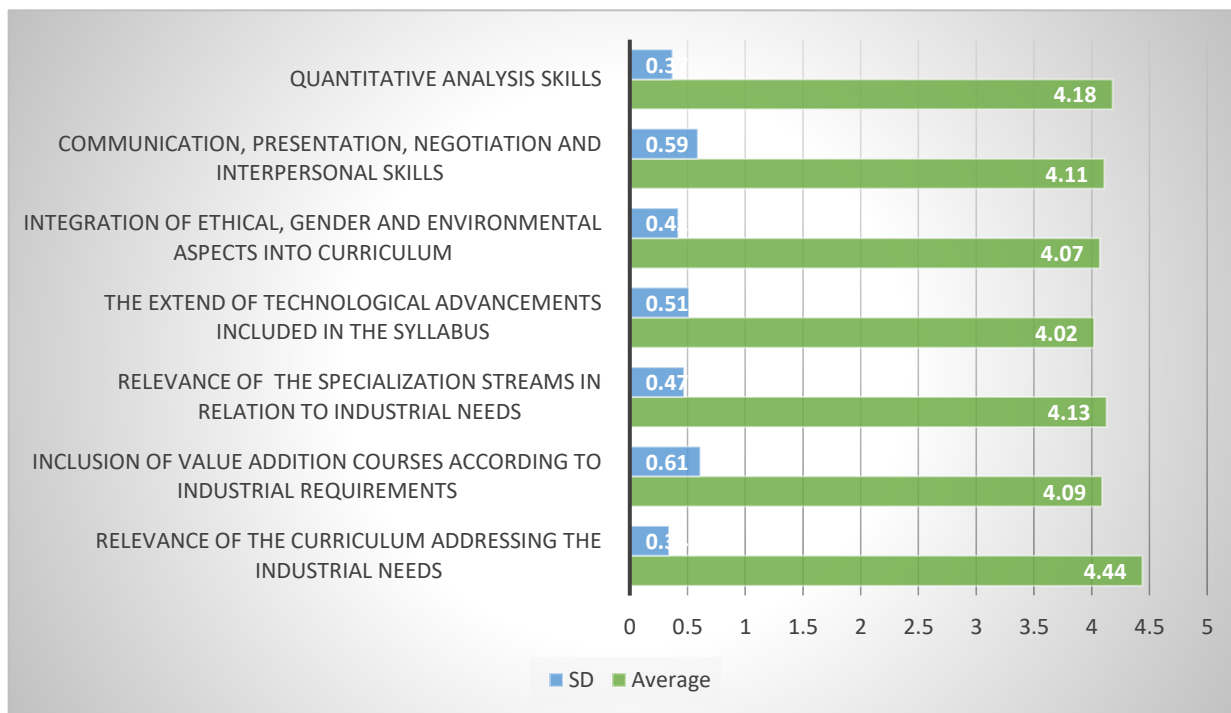
(AUTONOMOUS)

MAKING COMPLETE

NIRF 84 (2018)  
'A' Grade with CGPA 3.52 (III Cycle)

NAAC RE-ACCREDITATION- 4TH CYCLE

## Criterion I - Curricular Aspects





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MAKING COMPLETE

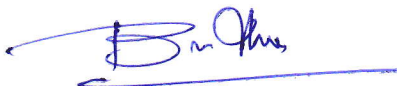
NIRF 84 (2018)  
'A' Grade with CGPA 3.52 (III Cycle)

NAAC RE-ACCREDITATION - 4TH CYCLE

Criterion I - Curricular Aspects

**Conclusion**

Stakeholders feedback on programmes offered is collected by the IQAC, analysed systematically and the recommendations are sent to respective departments for appropriate action including curriculum designing and updation.

  
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Principal  
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