DEVASWOM BOARD COLLEGE
THALAYOLAPARAMBU
(Affiliated to Mahatma Gandhi University, Kottayam)

CRITERION I
Curricular Aspects

Submitted to
The National Assessment and Accreditation Council
(NAAC)
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1.4.1: *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

FEEDBACK MECHANISM

Devaswom Board College, Thalayolaparambu fosters continuous improvement through its robust feedback mechanism. Various stakeholders like students, teachers, employers, alumni etc. actively participate in the mechanism by providing feedback through structured forms. Feedback is collected annually to gauge satisfaction with academic programs, curriculum, and overall services. A dedicated feedback committee collects and compiles data, which is presented before the College Level Monitoring Committee (CLMC) and the Internal Quality Assurance Cell (IQAC). The IQAC analyses all feedback data and based on the analysis, recommendations and plans are put forward to improve and enhance college services and strengthen the institution's reputation. The consolidated reports are also presented to the College Academic Council for informed decision-making. Action plans are developed accordingly by gathering suggestions from all bodies and timely implementation of suggestions are ensured by the institution.

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FEEDBACK ANALYSIS REPORT

2022-2023

Students Feedback Report

In order to strengthen the student centric approaches adopted by the institution, students' voices are heard each year through online surveys. It helps the institution understand and analyse its strengths and weaknesses. An annual online feedback analysis lets the institution continuously improve its offerings by gleaning insights from critique by students. CLMC meetings delve into the feedback reports, assessing student experiences and tackling areas that requires improvement. The survey garnered responses from a diverse group, with nearly 79% females and 21% males sharing their views. The questionnaire probes every aspect that shapes student's academic growth and career success. It also includes learning experiences, assessments, teaching and its delivery.

1. How much of the syllabus was covered by the teachers in the class?

- 85 to 100%
- 70 to 84%
- 55 to 69%
- less than 55%

24.2%

70.9%
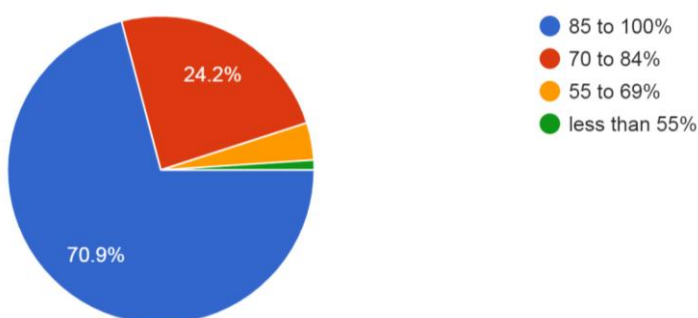
The student survey resoundingly shows that a major fraction of students agrees that almost all of the syllabus is covered in class, which is a good sign as far as learning is concerned. The feedback assures that foundations for a thriving academic atmosphere is firmly in place.

**2. How well the teachers are able to communicate?**
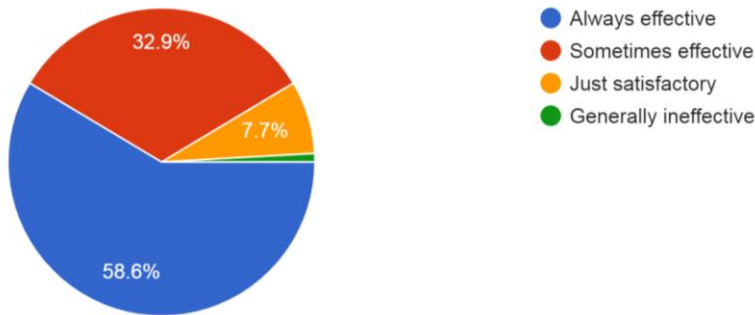
Student perspectives on the teacher's communication efficiency are diverse: 58.6% consider it consistently effective, 33% find it effective sometimes, and the rest deem it satisfactory.

**3. The teaching method of the teachers can be best described as:**
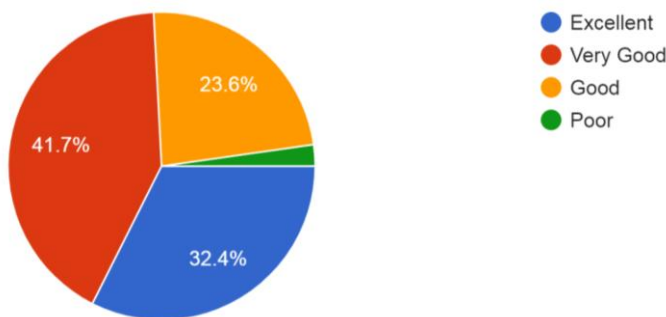
The teaching method in the institution includes both conventional and student centric innovative approaches. Students expressed satisfaction with their learning experience, regardless of different teaching methods adopted.

4. Do the teachers explain the concepts through examples and applications?
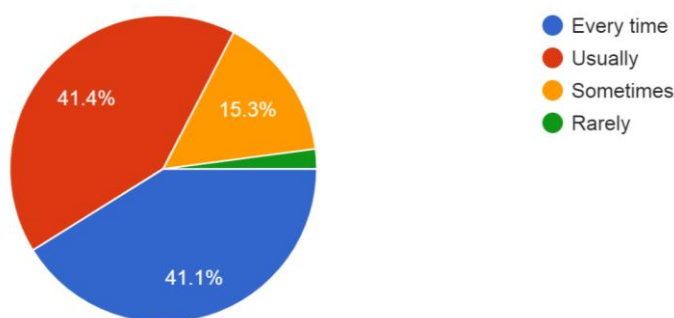

Majority of students opinionated that teachers explain the concepts through illustrations and examples very often which makes learning easier.

**5. Fairness of the internal evaluation process by the teachers;**
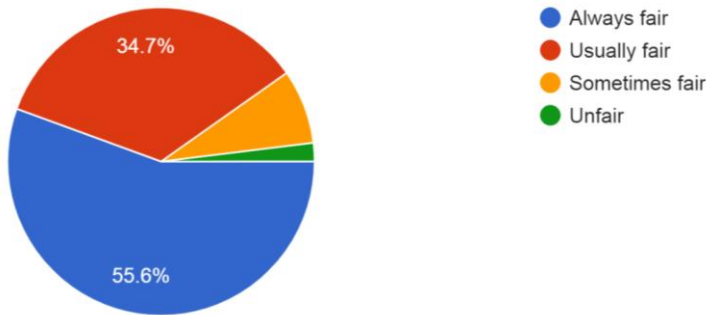
The institution's internal evaluation works well for students. More than 80% of students feel that the college's internal evaluation is usually fair.

6. Do the teachers inform you about the expected course outcomes and program outcomes?
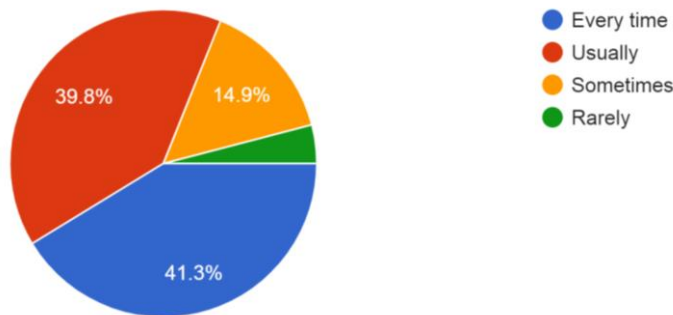

While 41% appreciate well-communicated outcomes, whereas the viewpoint of 59% of students indicate potential room for improvement. A significant portion (40%) feels course and program outcomes are only "usually" explained, suggesting opportunities for more consistent communication.

**7. Control of teachers over the class**
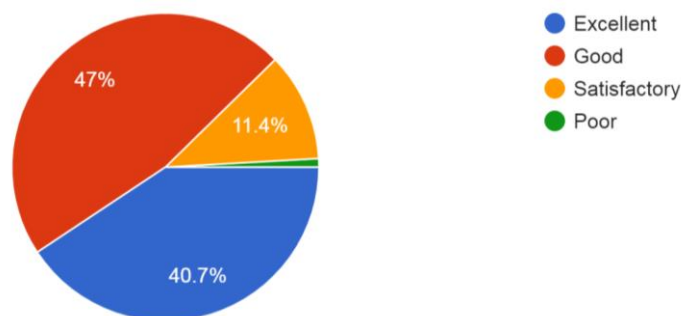
Over 87.7% of students (40.7% + 47%) find teacher control in class to be excellent or very good. Effective classroom control is a valuable tool for creating a learning environment conducive for effective teaching.

8. Regularity of the teachers
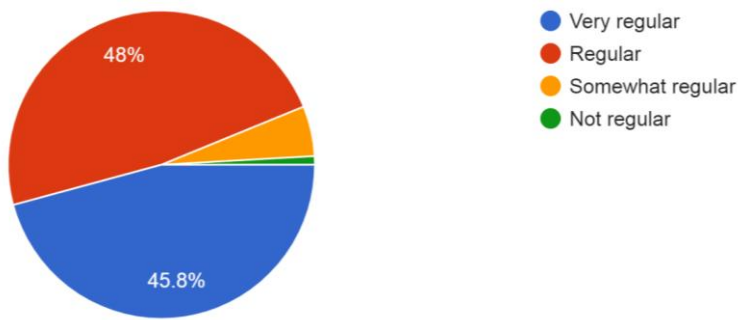
Students' performance thrives when faculties consistently deliver the curriculum through regular teaching sessions, as evidenced by the positive feedback on faculty attendance. Ensuring regularity plays a crucial role in smooth curriculum delivery and optimal student performance.

9. Do the teachers use student-centric methods such as participative learning, group discussion etc. for enhancing learning
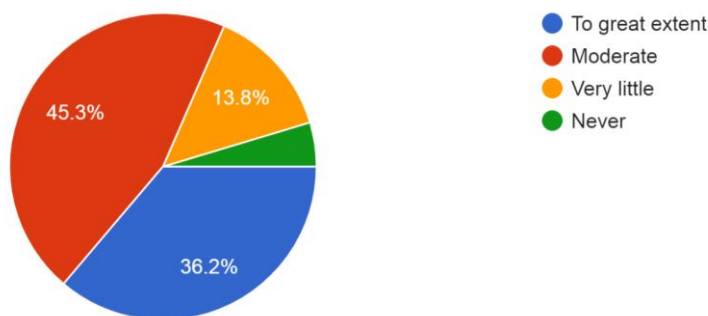

Feedback analysis presents valuable insights about students' desire for more student-centric approaches. Exploring their suggestions can lead to impactful improvements in the learning experience. Openness to mixed feedback allows us to engage in a collaborative dialogue with students, co-creating a more student-centric and rewarding learning environment.

**10. Do the teachers discuss your performance with you?**
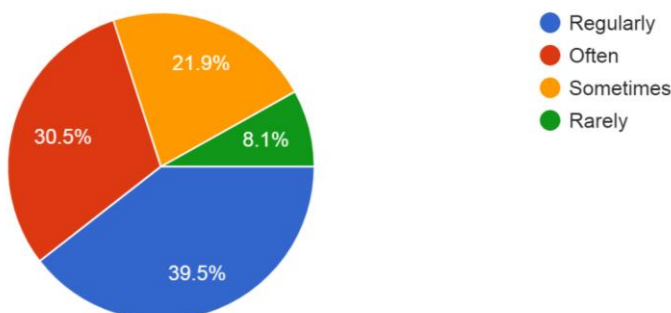
While 60% of students experience frequent performance discussions, a significant 30% only get them "sometimes" and 8% "very rarely." This suggests opportunities to ensure all students receive regular feedback. Students who prefer "very often" discussions tend to appreciate the link between teaching methods and communication preferences.

11. Accessibility and availability of the teachers in the department for academic consultations
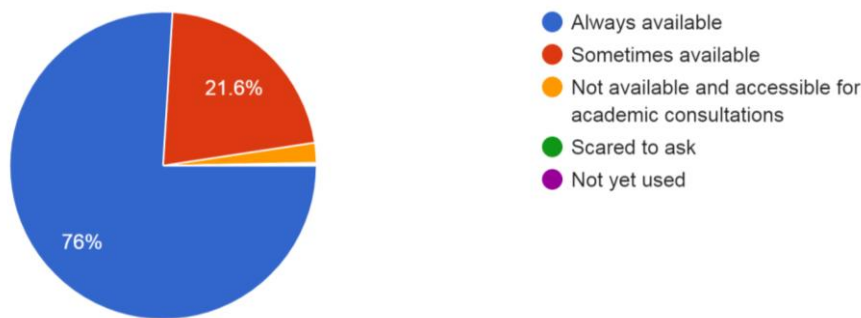
Nearly all students (97%) feel their teachers are easily available for help. Teachers are open and available for students and they can readily get academic support.

12. How satisfied are you in the overall teaching and evaluation process?
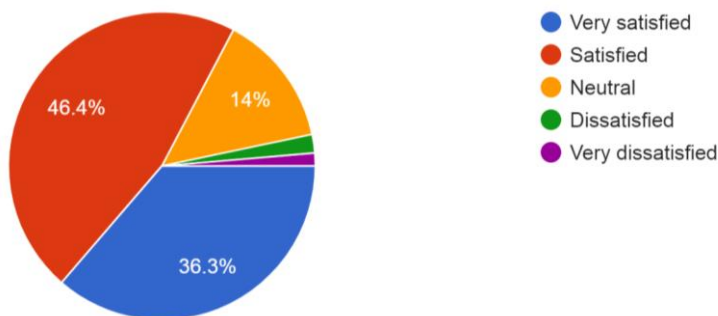
While a significant portion (82.7%) is satisfied with teaching and evaluation, 14% remain neutral and some express dissatisfaction. This feedback provides valuable insights for enhancing the learning experience for all. This opens doors for constructive dialogue and positive change.

Analysis on Feedback

The feedback analysis points out the strength and weakness of the institution along with areas requiring improvement.

Strengths:

- Syllabus coverage: Students feel almost the entire syllabus is covered in class thereby laying a strong foundation for learning.
- Teacher availability: Nearly all students report teachers being easily available for help, fostering open communication and support.
- Internal evaluation: Over 80% students find the internal evaluation process fair, demonstrating transparency and trust.
- Effective classroom control: High student satisfaction with teacher control indicates a conducive learning environment.
- Positive response to mixed teaching methods: Students seem to adapt well to both conventional and student-centric approaches.

Areas for improvement:

- Communication efficiency: Diverse feedback on teacher communication suggests possible gaps. More than 40% of students desire "very often" communication about course outcomes.
- Performance discussions: Only 60% students experience frequent performance feedback, leaving 40% with less guidance. Regularizing discussions for all students can be beneficial.
- Neutral/dissatisfied students: While a majority is satisfied with teaching and evaluation, 14% remain neutral or dissatisfied. Understanding their concerns can help address diverse needs.

Next steps:

- Dig deeper into communication: Analyse feedback on teacher communication, focusing on areas with room for improvement.
- Regularize performance discussions: Implement procedures to ensure all students receive consistent feedback on their performance.
- Address neutral/dissatisfied students: Reach out to understand their concerns and tailor solutions to address specific needs.
- Continue open dialogue: Maintain communication channels with students to foster collaboration and co-create a rewarding learning environment.

Teachers Feedback Report

Teachers feedback report is collected in order to understand the challenges faculty face and how-to best support them in delivering a high-quality educational experience.

1. The vision, philosophy & objectives are referred to and reflected in college decisions
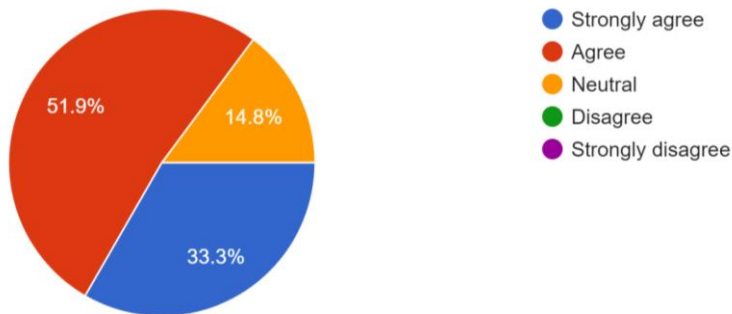

Nearly half (51.9% + 33.3%) of faculty strongly agree that vision, philosophy, and objectives are consistently used in decision-making of the institution. A small percentage of faculty, 14.8%, remain neutral on the extent to which core values influence college choices.

2. Institution constantly provides adequate opportunities and support to upgrade your skill and qualifications
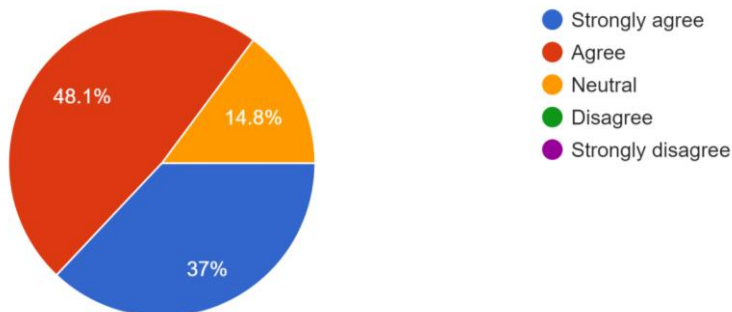

Close to 85% of faculty see the institution's efforts in providing skills and qualifications worthy. The majority of faculty find the institution's support for professional development adequate enough and have the opinion that it offers a solid foundation to build upon. While there is also a notable portion (14.8%) who remain neutral on the adequacy of skill upgrade support. The feedback suggests a need for further assessment and targeted initiatives to address the needs of the faculty who aren't fully satisfied with the current support system.

3. Books, journals etc. listed as reference materials are up to date and available in library in adequate numbers
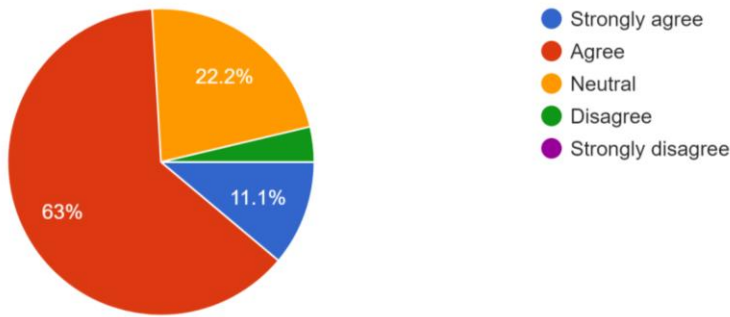
A significant portion of faculty expressed concerns about the adequacy and currency of library resources. Only a small minority strongly feels the library fully meets their reference material needs, indicating room for significant improvement.

4. I have freedom to adopt new strategies and techniques for teaching and assessment of students
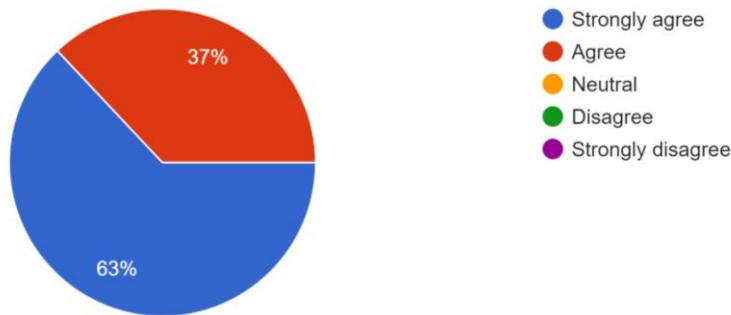
A resounding almost 100% of faculty (63% strongly agreeing + 37% agreeing) feel they have the freedom to implement new teaching and assessment approaches. Faculty autonomy in the classroom is clearly valued and supported at this institution.

5. Equal opportunities are provided for all staff in the college academic and administrative bodies
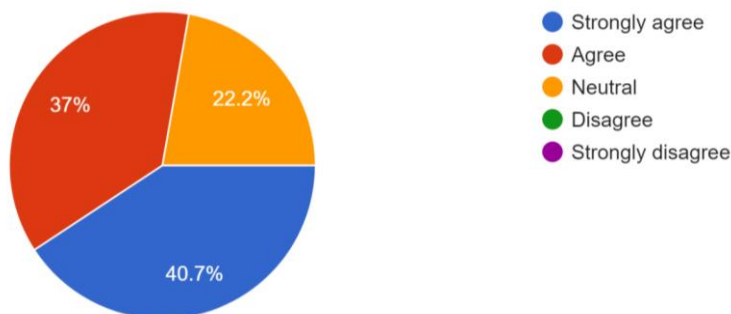
Almost 80% of faculty perceive equal opportunities for all staff in academic and administrative bodies. This suggests a significant foundation for inclusivity and fairness within the college's

governance structure. 22.2% maintained a neutral stand, indicating potential areas for improvement.

6. Rest rooms, toilets, laboratories, playgrounds, classrooms, library are clean and well maintained
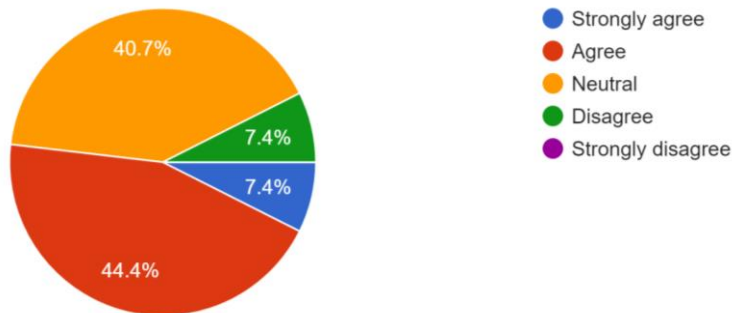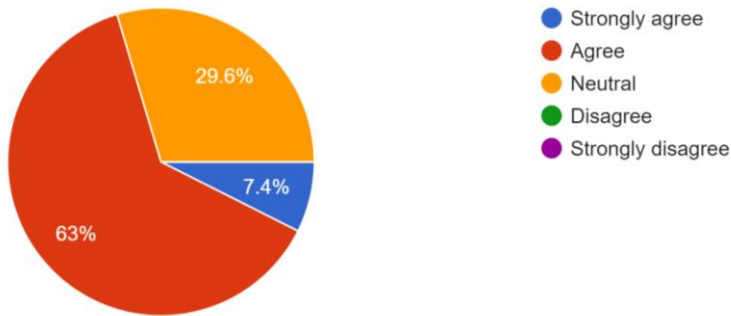

Though the strong agreement percentage is low, almost half of the faculty (44.4%) still agree that the facilities are at least adequate. This provides a starting point for improvement, and addressing the concerns of the remaining 52.6% can significantly enhance the overall condition of the facilities.

7. College pays attention to conservation of environment and has taken initiative on implementing waste management practices
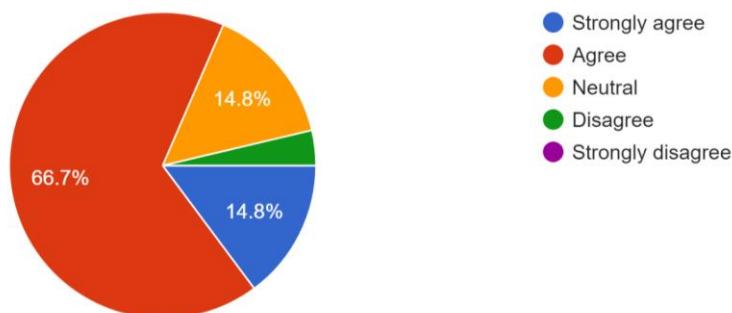

Over two-thirds (66.7%) of faculty see the college's commitment to environmental sustainability, providing a strong foundation to build upon. However, nearly 30% (28.5%) remained neutral or unconvinced, indicating opportunities to improve communication, transparency, and engagement around green initiatives.

## 8. Data, documents, records and evidences are well maintained

While the strong agreement percentage is low, over two-thirds of faculty (63%) still agree that data maintenance is at least adequate. This provides a starting point for improvement, and addressing the concerns of the remaining 37% (29.6% neutral + 7.4% disagree) can significantly enhance data and document management practices.

9. Computer facilities are made available for ICT based teaching to the teachers
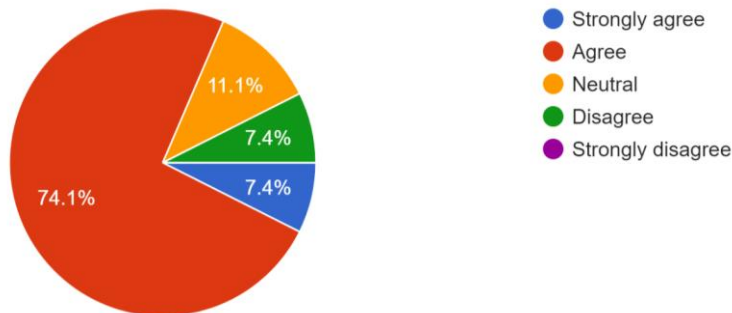
The large red slice emphasizes the positive, showcasing that most faculty find the facilities sufficient for their needs. The green and yellow slices, however, represent potential areas for improvement. Faculty feedback can be further analyzed to understand the specific concerns of those who disagree or are neutral.

10. Authorities are approachable and accessible
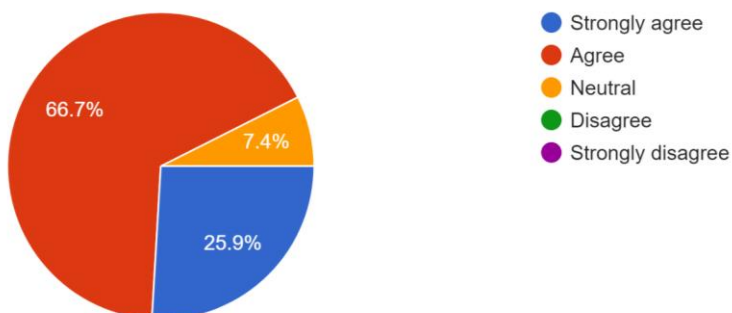
Over 92% of faculty (66.7% agreeing + 25.9% strongly agreeing) see college authorities as somewhat approachable and accessible. This suggests a generally open and communicative

environment where faculty feel comfortable interacting with leadership. A notable portion (7.4%) remains neutral, indicating room for improvement in open communication channels.

11. Faculties are free to express and share their opinions, ideas and suggestions
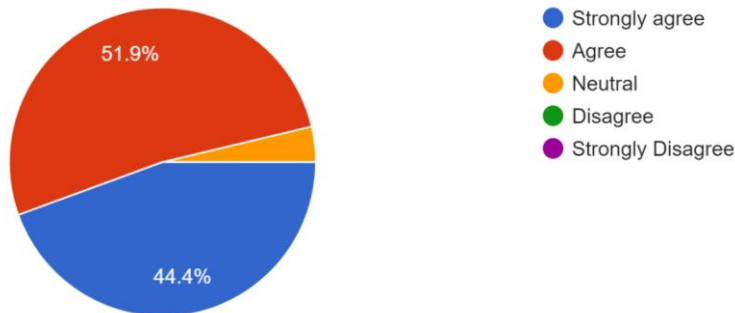
As good as 96% of faculty feel they have some degree of freedom to express their opinions, ideas, and suggestions, suggesting a generally open environment for dialogue and feedback. This foundation can be built upon to further strengthen faculty empowerment and encourage diverse perspectives.

<u>Analysis on Feedback</u>

This teacher feedback survey provides valuable insights into the challenges and needs of the faculty. By actively addressing their concerns and implementing targeted initiatives, the college can create a more supportive and rewarding environment for faculty.

Strengths:

- Strong alignment with core values: Nearly half of the faculty feel the college adheres to its vision, philosophy, and objectives in decision-making, indicating a well-defined and communicated guiding force.
- Faculty autonomy in the classroom: Almost all faculty appreciate the freedom to implement new teaching and assessment approaches, fostering an environment for innovation and pedagogical exploration.
- Openness to feedback and diverse perspectives: Nearly 96% of faculty feel comfortable expressing their opinions and ideas, suggesting a positive climate for dialogue and continuous improvement.
- Commitment to inclusivity and fairness: While not perfect, almost 80% of faculty perceive equal opportunities for all staff, highlighting a foundation for a fair and inclusive environment.

- Approachable and accessible authorities: Over 92% of faculty feel comfortable interacting with leadership, showcasing an open and communicative administrative structure.

Areas for improvement:

- Library resources: A significant portion of faculty expressed concerns about the adequacy and currency of library resources, necessitating investment in updating and expanding the collection.
- Facilities: Though almost half find them adequate, the remaining 52.6% indicate room for improvement, necessitating assessment and upgrades to address specific concerns.
- Environmental sustainability: While commitment exists, nearly 30% remain neutral or unconvinced, suggesting a need for improved communication, transparency, and engagement around green initiatives.
- Data management: While adequate for most, concerns remain from 37% of faculty, necessitating assessment and targeted initiatives to enhance data accuracy, security, and accessibility.

Next steps:

- Conduct further investigation: Use focus groups or discussions to understand the specific needs and challenges of neutral and disagreeing faculty members in each area.
- Design targeted initiatives: Based on the deeper understanding, develop and implement specific programs and resources to address identified concerns, like library resource investments, and facility upgradation.
- Enhance communication and transparency: Increase communication around institutional initiatives, particularly in environmental sustainability and data management.

Alumni Feedback Report

Gathering feedback from alumni is a crucial strategy for understanding their experiences, assessing the institution's impact, and making informed decisions to improve. It provides valuable insights into the strengths and weaknesses of academic programmes, resources, and support services, ultimately aiding in enhancement of educational experience for future

students. The alumni feedback was obtained by circulating google forms in various alumni groups which ensures easy access and encourages participation.

Over half (53%) of the alumni who responded hold postgraduate degrees, demonstrating a strong emphasis on advanced education among our graduates. A significant portion (30.6%) earned graduate degrees, showcasing a diverse range of academic qualifications. The remaining graduates pursued various pathways, indicating the institution caters to diverse educational interests and career aspirations. Nearly half (41%) of alumni are actively engaged in the workforce, contributing to the professional landscape and economy. A noteworthy 37% are dedicated to further studies, demonstrating their commitment to continuous learning and personal growth. The remaining graduates are navigating various life stages, seeking for jobs.

1. Rate the overall environment, infrastructure and facilities of the institution
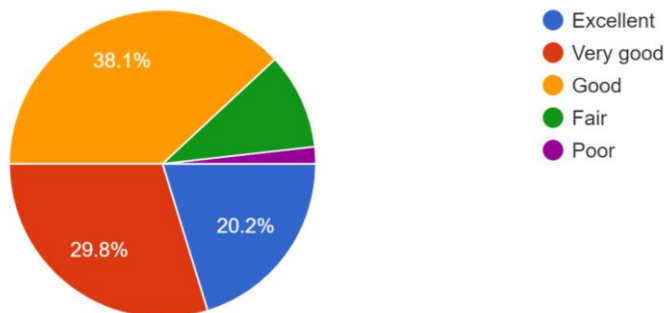
A combined 88.1% (20.2% + 29.8% + 38.1%) of alumni gave positive ratings, indicating overall satisfaction with the environment, infrastructure, and facilities. This is a strong positive indicator and a good foundation to build upon. The remaining 11.9% rated it as "fair," indicating room for improvement in specific areas within the environment, infrastructure, or facilities. Further analysis is needed to understand their specific concerns.

2. The faculties of the institution are;
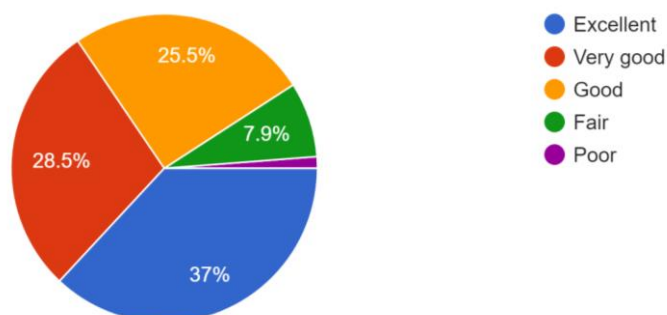
Nearly 91% of the alumni rated the faculty positively ("excellent," "very good," or "good"). This indicates a strong foundation of quality teaching and faculty engagement. The remaining

provided a neutral rating which suggests room for improvement in addressing the needs and concerns of these alumni.

## 3. Quality of teaching and study materials provided
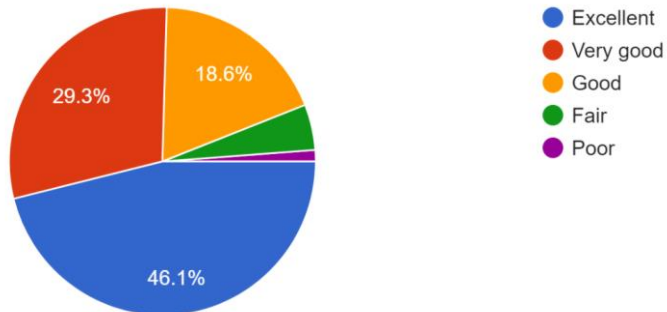
Nearly half (46.1%) of alumni deemed the teaching and study materials "excellent," showcasing aspects that significantly contributed positively to their learning experience. A combined 75.4% of alumni expressed positive feedback, indicating a solid foundation for quality education and effective resource provision. The remaining 24.6% reveals that teaching methods, study materials, or accessibility of resources could be enhanced.

4. Training and placement assistance provided by the institution
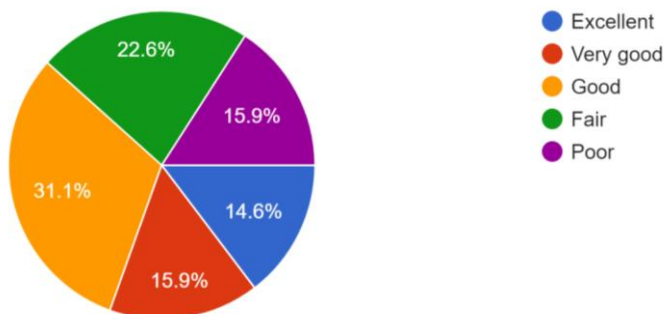

The breakdown of alumni feedback on the institution's training and placement assistance reveals a mixed picture. While over 61.6% (14.6% + 15.9% + 31.1%) provided positive ratings, indicating satisfaction with the services offered, there is also significant room for improvement, with nearly 38.5% (22.6% + 15.9%) expressing dissatisfaction.

5. Library facility
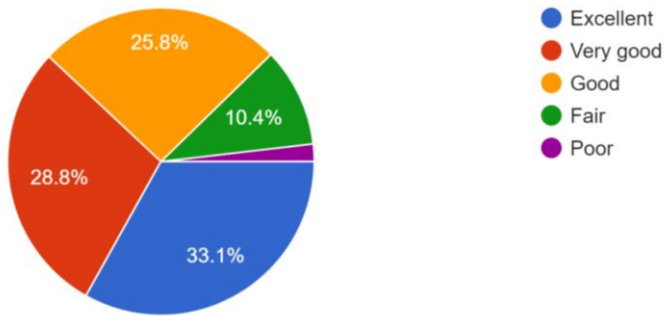
Nearly half (62%) of alumni rated the library as "excellent" or "very good," indicating the library facility contributed positively to their academic experience. The analysis reveals high overall satisfaction while also highlighting valuable insights for enhancing the library experience for future students.

6. Do you receive communications of the latest developments and achievements of the institution?
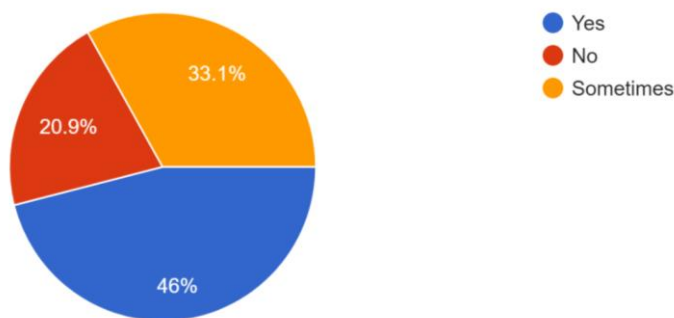
Nearly 80% (46% + 33.1%) of alumni reported that they receive communications regarding the latest achievements of the institution, indicating the institution is making efforts to keep them informed and engaged. One-third (33.1%) opinioned receiving communication "sometimes" highlights a need for consistency and potentially improving the effectiveness of communication channels. The remaining 20.9% opinioned of not receiving communication, they represent a significant gap. Identifying reasons for this is crucial.

7. Are you proud to be associated with D B College as an Alumni?
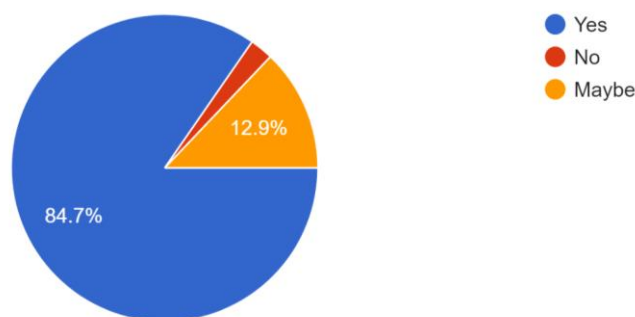
The feedback reveals a strong majority (84.7%) of alumni take pride in associating with D B College, which is a clear positive indicator. However, the remaining 15.3% (12. 9% + 2.4%) offer valuable insights for improvement.

 Feedback Analysis

The analysis reveals both strong positive aspects, that contribute to fruitful student experience, as well as areas requiring attention to enhance the institutional offerings such as a need to strengthen ties with alumni. By delving into the specificities of their feedback, we can gain valuable insights to guide the institution in its continuous pursuit of excellence.

Strengths:

- Overall satisfaction: 88.1% of alumni gave positive ratings for environment, infrastructure, and facilities, which indicates a strong foundation.
- High-quality faculty: 91% rated faculty positively, highlighting strong teaching and engagement.
- Effective teaching and learning materials: Nearly half found them "excellent," and 75.4% provided positive feedback, showcasing a solid foundation.
- Strong institutional pride: 84.7% of alumni take pride in being associated with D B College.
- Positive library experience: 62% rated the library as "excellent" or "very good," indicating it contributes positively to the academic experience.
- Communication efforts: The institution communicates with nearly 80% of alumni about its achievements, suggesting efforts to stay connected.

Areas for Improvement:

- Environment, Infrastructure, and Facilities: Further analysis is required to understand the specific concerns of the 11.9% who gave a "fair" rating.
- Faculty Engagement: Investigate the needs of the neutral-rating alumni to enhance faculty-student interaction and address potential concerns.
- Teaching and Learning Resources: 24.6% of alumni indicated room for improvement. Review teaching methods, study materials, and resource accessibility to address these concerns.

- Training and placement assistance: Nearly 38.5% expressed dissatisfaction. Assess current practices and implement targeted initiatives to improve effectiveness.
- Communication Effectiveness and Gap: One-third receive communication "sometimes" and 20.9% receive none. Evaluate communication channels and consider additional methods to ensure consistent and comprehensive outreach.
- Institutional Pride: Understand the reasons behind the 15.3% who do not take pride in D B College. Address their concerns through open communication and targeted initiatives.

Next Steps:

- Conduct a deeper analysis of the "fair" and neutral ratings related to environment, faculty, and teaching resources.
- Implement initiatives to address the specific concerns identified in areas like infrastructure, communication, and training and placement.
- Regularly communicate efforts and progress to alumni to demonstrate responsiveness and transparency.

Besides the above said opinions, alumni also called for expanded academic offerings (postgraduate and skills courses), job readiness support (online/offline orientation classes), stronger alumni engagement (more meetups), and infrastructure enhancements (both in functionality and aesthetics).

Employer Feedback Report

Employer feedback was collected from two sources; *Alumni Network*: Google Forms were circulated among employed alumni across various firms, tapping into their firsthand experience with the program's outcomes. *Diverse Employer Pool*: Additionally, employers from various fields were randomly selected and invited to participate, ensuring a broad range of industry insights. For comprehensive evaluation, syllabi for all programs offered at the institution were attached to the form, allowing employers to assess the curriculum structure and its alignment with current industry needs. This multi-pronged approach to employer feedback collection ensures valuable insights from both recent graduates and seasoned professionals, ultimately guiding program improvements and ensuring graduates remain well-equipped for success in their chosen fields.

1. Skills acquired from the curriculum
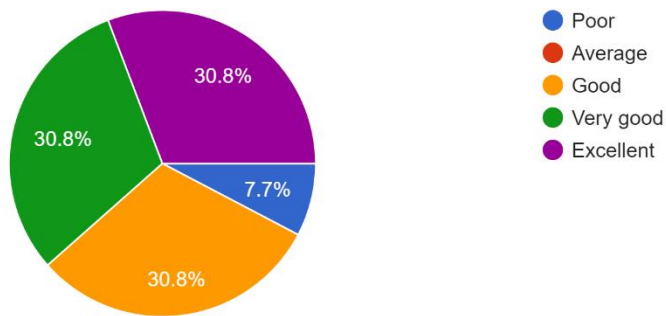
The overall feedback is moderately positive, but there is room for improvement. 61.6% of employers rated the skills acquired from the curriculum as "excellent" or "very good," indicating that a majority of graduates are well-equipped with the necessary skills.

## 2. Relevance of the course for providing employability
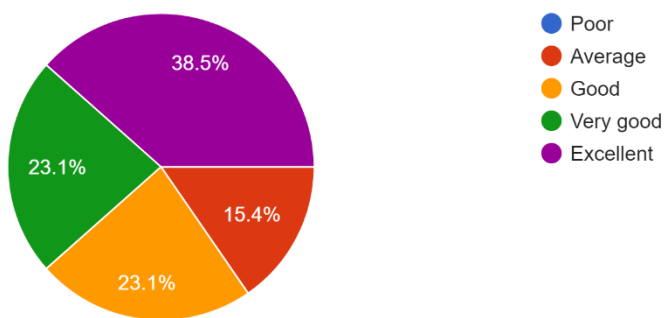
The feedback paints a cautiously optimistic picture, indicating overall positive perceptions but indicating certain areas require reformation. 15.4% of employers rated the course as "average", suggesting it isn't fully meeting some industry expectations for graduate preparedness.

## 3. Applicability/relevance of the curriculum to real life situations
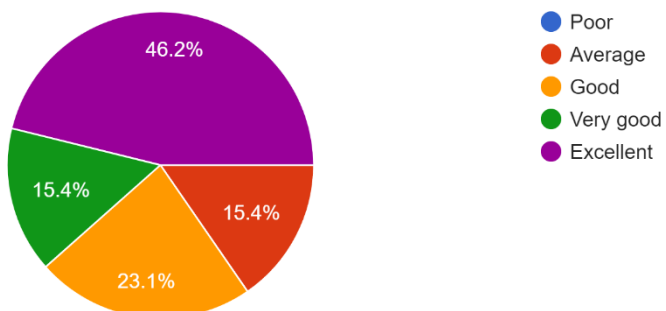
The feedback presents a mixed picture, suggesting the curriculum has strengths but also needs modifications aligning with real-world demands.

## 4. Worth of syllabus in catering to the needs of industry/society
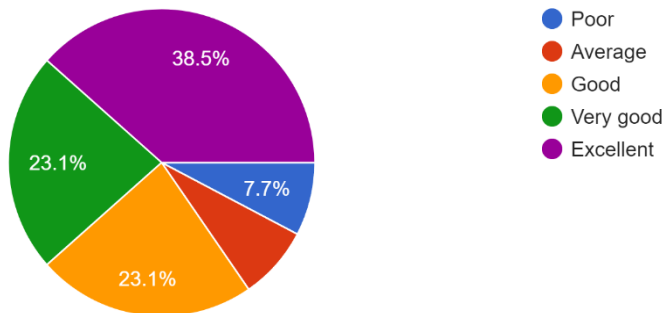
A combined 61.6% of employers (38.5% "excellent" + 23.1% "very good") found the syllabus valuable. This suggests the syllabus content aligns well with some industry and societal needs.

5. Whether the curriculum is updated enough to the requirements in respective disciplines?
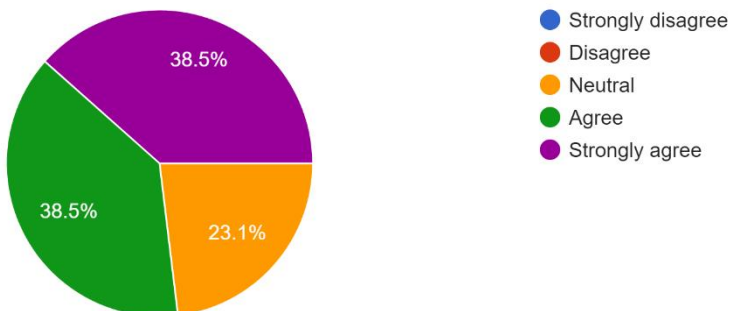
A significant portion of employers consider the curriculum up-to-date. This indicates that the program successfully equips graduates with relevant skills and knowledge for their professions.

6. The curriculum facilitates an overall holistic development of the student?
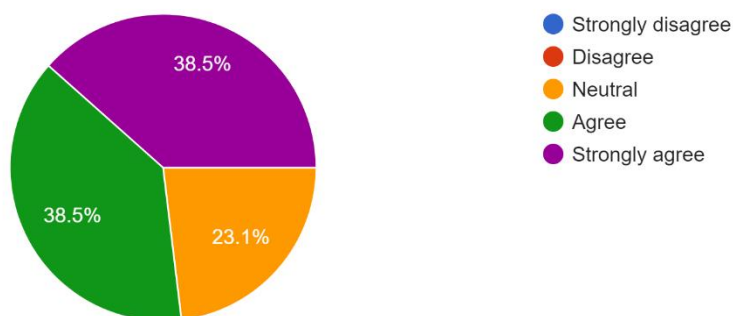
Though the overall feedback is positive, the neutral responses indicate that students should be prepared not only for professional success but also for fulfilling lives as well-rounded individuals.

Feedback Analysis

In general, the employer feedback is positive and encouraging, yet there are areas which require improvements. Utilizing the identified strengths and addressing the areas for improvement will further enhance the students to be professionally successful with preparedness to thrive in a changing world.

Strengths:

- Strong foundation: Overall, the feedback suggests a positive perception of the program with over 60% of employers satisfied with various aspects like skills acquired, curriculum relevance, and course employability.
- Skilled graduates: A majority of graduates are equipped with valuable skills sought after by employers (61.6% rated "excellent" or "very good").
- Industry alignment: The syllabus and curriculum are seen as relevant to some industry and societal needs (61.6% and significant portion found it up-to-date).

Areas for Improvement:

- Skill gaps: While a majority are satisfied, there's room for improvement with 15.4% finding skills "average" in employability and real-world application.
- Curriculum updates: While considered up-to-date, further analysis is needed to address the neutral responses.
- Holistic development: Though positive, the "neutral" response (23.1%) indicates potential gaps in preparing graduates for well-rounded personal lives.

Next Steps:

- Analyse specific feedback: Look beyond overall percentages and delve into comments from neutral and negative responses to identify specific areas needing improvement in skills, curriculum content, industry alignment, and holistic development initiatives.
- Targeted improvements: Based on the analysis, prioritize and implement targeted actions like skill development workshops, curriculum revisions, industry

collaborations, and initiatives promoting personal growth, well-being, and social responsibility.