SANATANA DHARMA COLLEGE

ALAPPUZHA

Affiliated to the University of Kerala
Reaccredited by NAAC with A+ grade

CRITERION: 1

Curricular Aspects

1.4.1

Feedback System – Analysis

STUDENT FEEDBACK

The table presents the results of a survey or feedback assessment on various aspects of a curriculum or syllabus. It gauges respondents' opinions across nine different criteria.

	Percentage of responses								
	Syllabus is need based	**Aims and objectives of the syllabus are well defined**	**Sufficient number of prescribed books and materials are available in the library**	**Syllabus has good balance between theory and application**	**Curriculum generates interest in subject area**	**Curriculum has prospects for higher education and employability**	**Internal evaluations are conducted timely**	**Curriculum gives scope for project/ internship**	**Curriculum ensures seminar presentation, group discussion and learners' participation.**
Strongly agree	9.84	9.02	8.20	5.74	9.02	8.20	22.13	17.21	22.13
Agree	38.52	43.44	46.72	44.26	46.72	51.64	56.56	47.54	55.74
Neutral	40.16	34.43	31.15	30.33	28.69	24.59	14.75	28.69	13.93
Disagree	7.38	8.20	9.02	13.93	9.02	7.38	1.64	2.46	2.46
Strongly disagree	4.10	4.92	4.92	5.74	6.56	8.20	4.92	4.10	5.74

Firstly, regarding whether the syllabus is need-based, a small percentage (9.84%) strongly agree, while a larger percentage (38.52%) simply agree. However, a substantial proportion (40.16%) remains neutral on this point, with smaller percentages disagreeing or strongly disagreeing (7.38% and 4.10%, respectively).

Secondly, concerning the clarity of the syllabus's aims and objectives, a similar pattern emerges. A minority (9.02%) strongly agree, while a significant proportion (43.44%) agree. A notable percentage (34.43%) takes a neutral stance, with smaller proportions disagreeing or strongly disagreeing (8.20% and 4.92%, respectively).

Thirdly, with respect to the availability of prescribed books and materials in the library, there's a trend towards agreement, with 46.72% agreeing and 31.15% being neutral. However, a minority both disagree (9.02%) and strongly disagree (4.92%).

Fourthly, in terms of the balance between theory and application in the syllabus, only a small percentage (5.74%) strongly agree, while 44.26% simply agree. The largest proportion (30.33%) remains neutral, with smaller fractions disagreeing or strongly disagreeing (13.93% and 5.74%, respectively).

Fifthly, regarding whether the curriculum generates interest in the subject area, a similar pattern emerges to the previous criteria, with the majority either agreeing (46.72%) or remaining neutral (28.69%).

Sixthly, concerning the curriculum's potential for higher education and employability, the majority (51.64%) agree, while 24.59% remain neutral.

Seventhly, in terms of timely internal evaluations, the largest proportion (56.56%) agree, with a substantial percentage (22.13%) strongly agreeing.

Eighthly, regarding the provision of scope for projects/internships, there's agreement from 47.54% of respondents, while 28.69% remain neutral.

Lastly, concerning the encouragement of seminar presentations, group discussions, and learners' participation, a majority (55.74%) agree, while 13.93% remain neutral.

Percentage of responses		
	Suitability of the syllabus to the programme	Availability of reference material for the courses
Excellent	13.93	10.66
Very Good	27.87	24.59
Good	32.79	39.34
Fair	19.67	17.21
Poor	5.74	8.20

The provided data presents the perceptions of respondents regarding two aspects: the suitability of the syllabus to the program and the availability of reference material for the courses.

In terms of the suitability of the syllabus to the program, the responses varied across different categories. A minority of respondents rated it as "Excellent" (13.93%), while a larger proportion considered it "Very Good" (27.87%) or "Good" (32.79%). A significant percentage rated it as "Fair" (19.67%), indicating some room for improvement, while a smaller portion deemed it "Poor" (5.74%).

Regarding the availability of reference material for the courses, respondents also provided varied ratings. The majority rated it as either "Good" (39.34%) or "Very Good" (24.59%), suggesting that reference materials are generally accessible. However, a substantial minority rated the availability as "Fair" (17.21%), indicating some limitations. A smaller proportion of

respondents rated it as "Poor" (8.20%), suggesting significant inadequacies in reference material availability.

Overall, the data indicates that while there is generally positive feedback regarding the suitability of the syllabus to the program and the availability of reference material, there are also areas where improvements could be made, particularly in ensuring a more comprehensive availability of reference materials for the courses.

FACULTY FEEDBACK

Table showing the feedback analysis from faculties

	1. The overall ambience of the institution is conducive for effective teaching and learning.	2. Syllabus is need-based and contemporary.	3. Teaching-learning process is student-centric and outcome-based.	4. Teaching resources are sufficient and easily accessible.	5. Conduct of continuous evaluation is timely and transparent.	6. The institution enhances prospects for higher education/research/employment.
Strongly Agree	26.09	4.35	0.00	21.74	21.74	34.78
Agree	52.17	47.83	69.57	43.48	52.17	60.87
Neutral	21.74	39.13	26.09	17.39	13.04	4.35
Disagree	0.00	8.70	4.35	17.39	13.04	0.00
Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00

	7. The curriculum enables the students to acquire skills and attain subject competency.	8. The curriculum promotes acquisition of team skills and proficiency in communication for the students.	9. Teacher grievances are addressed and resolved on time.	10. Administration provides support and assistance in academic and other activities.	11. Infrastructural facilities are adequate and state-of-the-art.	12. Ample opportunities are provided for personal development in the form of regular FDPs, research opportunities etc.

Stongly Agree	8.70	4.35	4.35	30.43	17.39	17.39
Agree	60.87	60.87	65.22	65.22	43.48	65.22
Neutral	21.74	17.39	26.09	4.35	26.09	13.04
Disagree	8.70	17.39	4.35	0.00	8.70	4.35
Strongly Disagree	0.00	0.00	0.00	0.00	4.35	0.00

The overall ambience of the institution is conducive for effective teaching and learning:

A majority of respondents either agree or strongly agree (78.26%), indicating that the institution's ambience is generally perceived as conducive to effective teaching and learning.

Syllabus is need-based and contemporary:

While a significant portion agrees that the syllabus is need-based and contemporary (52.17% agree), there's a substantial proportion of neutral responses (39.13%), suggesting a mixed perception regarding this aspect.

Teaching-learning process is student-centric and outcome-based:

The majority agree that the teaching-learning process is student-centric and outcome-based (69.57% agree), indicating alignment with modern educational methodologies.

Teaching resources are sufficient and easily accessible:

Responses are fairly distributed across agree and neutral categories, with a notable portion agreeing (43.48%) but also a significant number remaining neutral (26.09%), suggesting some uncertainty or variability in perceptions about resource availability and accessibility.

Conduct of continuous evaluation is timely and transparent:

A considerable majority either agree or strongly agree (73.91%), indicating satisfaction with the timely and transparent conduct of evaluations.

**The institution enhances prospects for higher education/research/employment:**

A strong majority agree that the institution enhances prospects for higher education, research, and employment (95.65% combined agree and strongly agree).

The curriculum enables the students to acquire skills and attain subject competency:

A majority agree that the curriculum enables skill acquisition and subject competency (69.57% combined agree and strongly agree).

The curriculum promotes acquisition of team skills and proficiency in communication for the students:

While a majority agree with the statement (65.22% combined agree and strongly agree), there's also a notable percentage who are neutral (17.39%), indicating some uncertainty or variability
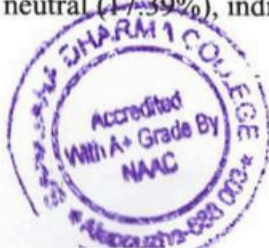
in perceptions about the curriculum's effectiveness in promoting team skills and communication proficiency.

Teacher grievances are addressed and resolved on time:

A majority agree that teacher grievances are addressed and resolved on time (69.57% combined agree and strongly agree).

Administration provides support and assistance in academic and other activities:

A significant majority agree that the administration provides support and assistance (95.65% combined agree and strongly agree).

Infrastructural facilities are adequate and state-of-the-art:

While a majority agree that infrastructural facilities are adequate and state-of-the-art (60.87% combined agree and strongly agree), there's also a notable percentage who are neutral (26.09%), suggesting some uncertainty or variability in perceptions about the facilities.
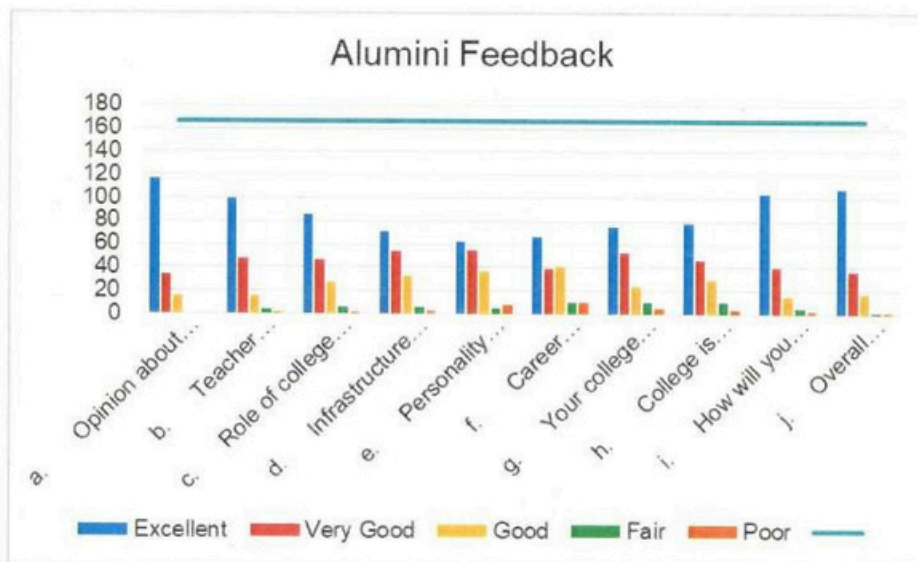
Ample opportunities are provided for personal development in the form of regular FDPs, research opportunities, etc.:

A majority agree that there are ample opportunities for personal development (82.61% combined agree and strongly agree).

Overall, the data suggests a generally positive perception of various aspects of the institution, including teaching quality, infrastructure, support services, and opportunities for personal and academic growth. However, there are also areas where perceptions are more mixed or where there's room for improvement, such as the contemporary nature of the syllabus and the adequacy of teaching resources.

	a. Opinion about college is	b. Teacher student relationship is	c. Role of college in value based education and character building process	d. Infrastructure in college is	e. Personality development programmes offered by college are	f. Career development programmes organised by college are	g. Your college makes you apt in the challenging environment outside	h. College is giving importance to extra curriculum and co curricular activities	i. How will you recommend this college to your friends and relatives	j. Overall experience in college
Excellent	116	99	86	71	62	67	75	78	104	108
Very Good	34	47	46	54	55	39	53	46	40	37
Good	15	15	27	33	37	41	24	29	15	18
Fair	1	4	6	6	5	10	10	10	5	2
Poor	1	2	2	3	8	10	5	4	3	2
	167	167	167	167	167	167	167	167	167	167

Alumini Feedback

168 alumni from the 1952 to 2021 batches responded to the survey, with 99 of them currently employed.

The analysis presents a comprehensive evaluation of various aspects of college life based on feedback from 167 respondents. The overall opinion about the college is highly positive, with 69.5% rating it as excellent and 20.4% as very good. The teacher-student relationship is also well-regarded, with 59.3% rating it as excellent and 28.1% as very good. The college's role in value-based education and character building is viewed positively, with 51.5% rating it as excellent and 27.5% as very good. Infrastructure received a positive response, with 42.5% rating it as excellent and 32.3% as very good. Personality development programs are seen favorably, with 37.1% rating them as excellent and 32.9% as very good, although a notable 4.8% rated them as poor. Career development programs had a slightly lower excellent rating of 40.1%, with 23.4% rating them as very good and 6% each rating them as fair and poor. The college's ability to prepare students for challenging environments received a positive response, with 44.9% rating it as excellent and 31.7% as very good. Importance to
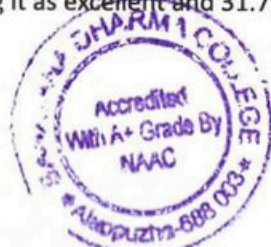
extra-curricular and co-curricular activities is highly valued, with 46.7% rating it as excellent and 27.5% as very good. A significant 62.3% of students would highly recommend the college to friends and relatives, and 24% rated their likelihood of recommending as very good. Overall, the college experience is rated excellent by 64.7% of students and very good by 22.2%. This data indicates that the college performs exceptionally well in most areas, with room for improvement in career and personality development programs.

The survey indicates overwhelmingly positive feedback across all evaluated aspects of the college. The areas with the most favorable ratings include the overall opinion about the college, recommendation likelihood, and overall experience. Areas for potential improvement, as indicated by the highest percentages of Fair and Poor ratings, include career development programs and personality development programs. However, even in these areas, the vast majority of responses are positive. This data suggests that the college is performing well in most respects, with some opportunities for further enhancement in specific areas.

Employer feed back

The employee exhibits exceptional overall communication skills, consistently articulating ideas clearly and effectively while actively listening to colleagues and stakeholders. They excel in developing practical solutions to workplace problems, demonstrating innovative thinking and a keen analytical mindset. As a team member, they collaborate seamlessly, offering valuable insights and fostering a harmonious work environment. Their self-motivation is evident in their proactive approach to responsibilities, consistently taking on an appropriate level of activity. The employee is highly proficient in using technology and workplace equipment, staying current with advancements to enhance productivity. They contribute significantly to the organization's goals, aligning their efforts with the company's objectives. Their technical knowledge and skills are outstanding, ensuring high-quality performance in all technical aspects. Demonstrating a strong capacity for leadership and effective management, they inspire and motivate their team while maintaining positive relationships with seniors, peers, and subordinates. Furthermore, they actively participate in social activities, contributing to a positive and cohesive workplace culture. Overall, their dedication, expertise, and positive attitude make them an invaluable asset to the organization.