



FEEDBACK ANALYSIS REPORT 2019 – 2020

This executive summary provides a condensed overview of the comprehensive feedback analysis report for the academic year 2019 - 2020. This analysis report is a crucial component of our ongoing efforts towards achieving excellence in higher education. It outlines key findings, commendations, and recommendations derived from the collective feedback received.

Our comprehensive feedback collection process involved the distribution of purpose-designed forms across departments and programs, aiming to capture student perspectives on educational experiences, course content, teaching methodologies, and learning resources. The college draws feedback from students, teachers, alumni and employers for continuous improvement in curriculum development and enrichment. For the session 2019 - 2020, the analysis of stakeholders' feedback is presented as under:

1. STUDENT FEEDBACK ANALYSIS

Total number of Students attempted feedback (<i>Odd & Even</i>)	4836
Total number of questions	11
Feedback Collection	Offline

In the academic year 2019 - 2020, we systematically gathered feedback from 4836 students encompassing various academic disciplines for each courses. Our comprehensive feedback collection process involved the distribution of purpose-designed forms across departments and programs, aiming to capture student perspectives on educational experiences, course content, teaching methodologies, and campus facilities. Each department actively participated in administering and collecting feedback forms, ensuring a holistic representation of student opinions. Our feedback evaluation was based on information gathered from these students, allowing us to identify both institutional strengths and areas for improvement.



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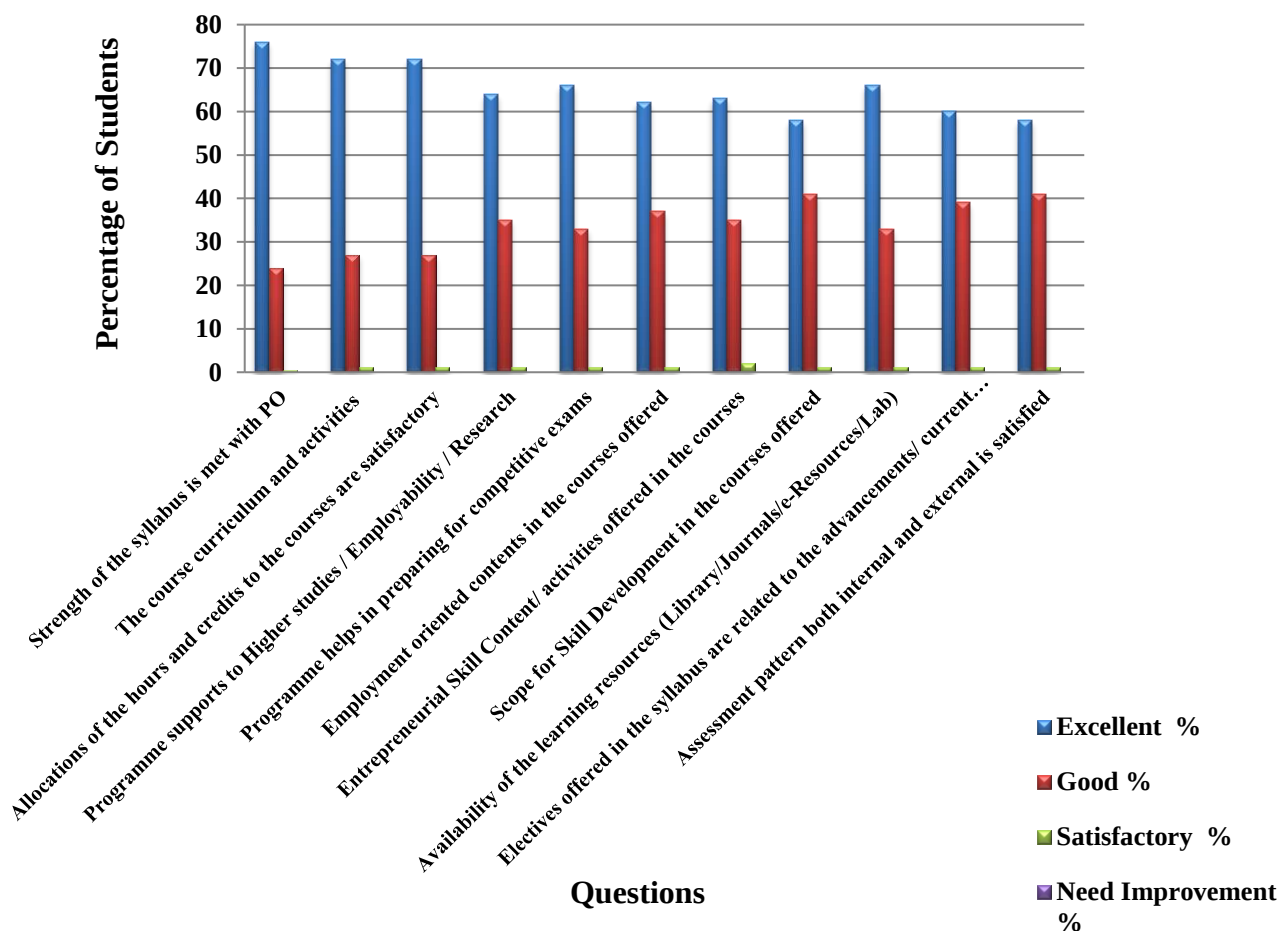
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S. No.	Particulars	Excellent		Good		Satisfactory		Need Improvement	
		No.	%	No.	%	No.	%	No.	%
1	Strength of the syllabus is met with PO	3675	76	1132	24	29	0.4	-	-
2	The course curriculum and activities (seminar, assignment, industrial visit, project, internship, field visit) to bridge the gap between academic and industrial needs	3481	72	1305	27	44	1	6	0.1
3	Allocations of the hours and credits to the courses	3481	72	1286	27	63	1	6	0.1
4	Programme supports to Higher studies / Employability / Research	3095	64	1692	35	49	1	-	-
5	Programme helps in preparing for competitive exams	3240	66	1596	33	44	1	-	-
6	Employment oriented contents in the courses offered	2998	62	1796	37	36	1	6	0.1
7	Entrepreneurial Skill Content/ activities offered in the courses	3046	63	1692	35	98	2	-	-
8	Scope for Skill Development in the courses offered	2804	58	1969	41	63	1	-	-
9	Availability of the learning resources (Library/Journals/e-Resources/Lab)	3191	66	1616	33	29	1	-	-
10	Electives offered in the syllabus are related to the advancements/ current trends	2921	60	1866	39	43	1	6	0.1
11	Assessment pattern both internal and external is satisfied	2781	58	1992	41	63	1	-	-



FEEDBACK OF STUDENTS **2019 - 2020**



Observation:

- 76% of students felt that Strength of the syllabus is met with PO
- 72% of students felt the course curriculum and activities to bridge the gap between academic and industrial needs were generally effective
- 72% of students felt that allocations of the hours and credits to the courses are excellent
- 64% of students felt that Programme supports to Higher studies / Employability / Research are excellent
- 66% of students felt that Availability of the learning resources (Library/Journals/e-Resources/Lab) are excellent



2. FACULTY FEEDBACK ANALYSIS

Total number of faculty attempted feedback (Odd or Even)	247
Total number of questions	11
Feedback Collection	Offline

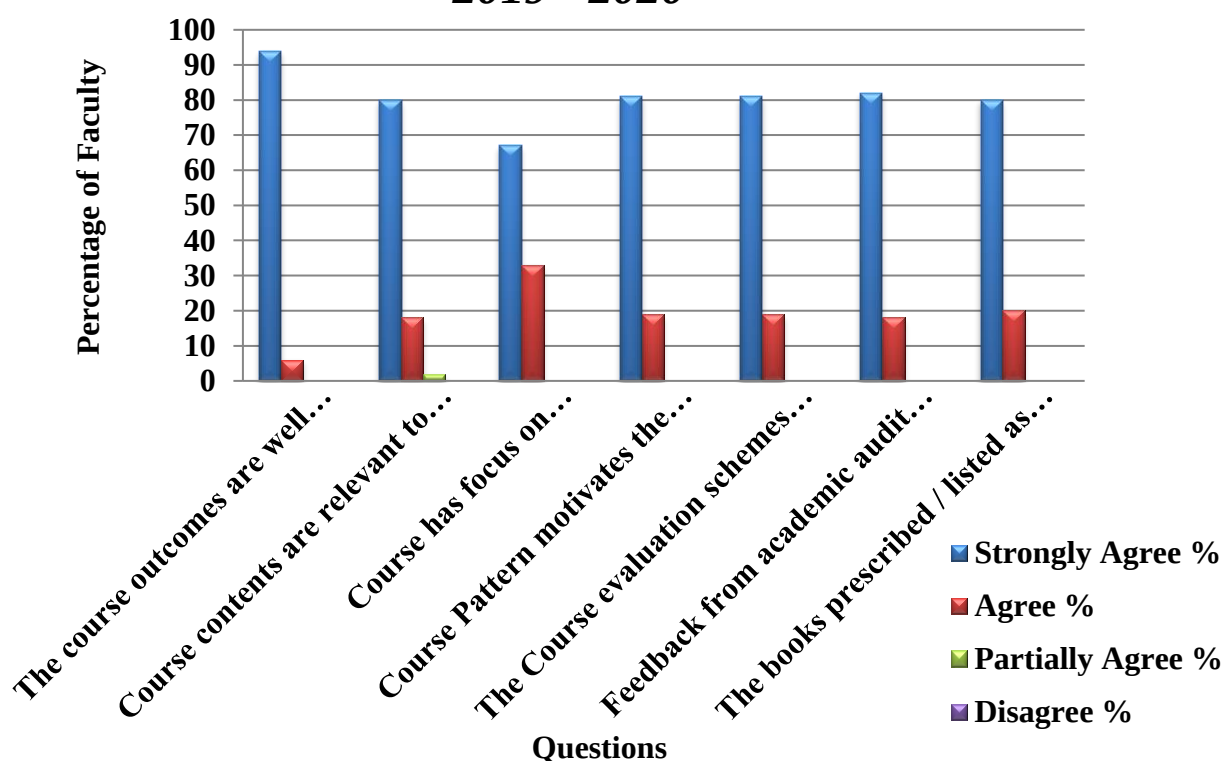
We carried out a comprehensive feedback collection approach with professors from a variety of academic disciplines in the academic year 2019 – 2020 for each courses. Offline surveys were used in this process to get feedback on teaching strategies, experiences, and ideas for improving the curriculum. Our committed faculty members' insightful comments shed light on their opinions regarding prospects for professional growth, administrative assistance, and the state of education. Our institutional efforts to support teaching excellence, faculty well-being, and ongoing pedagogical innovation for the benefit of our students and the larger academic community have been greatly influenced by their input.

S. No.	Particulars	Strongly Agree		Agree		Partially Agree		Disagree	
		No.	%	No.	%	No.	%	No.	%
1	The course outcomes are well defined and clear	231	94	16	6	-	-	-	-
2	Course contents are relevant to the Local/ Regional / National / Global needs	198	80	44	18	5	2	-	-
3	Course has focus on Employability/ Entrepreneurship/ Skill Development	165	67	82	33	-	-	-	-
4	Course Pattern motivates the students to use the resources such as library and e-gadgets for their learning	201	81	46	19	-	-	-	-
5	The Course evaluation schemes fulfill the learning system as student-centric	199	81	48	19	-	-	-	-
6	Feedback from academic audit on course, helps to fine-tune the curriculum	202	82	45	18	-	-	-	-
7	The books prescribed / listed as reference materials are relevant, updated and appropriate	197	80	50	20	-	-	-	-



8	Challenging topics (if any) & Give Reasons	Descriptive Responses
9	Course contents to be added	
10	Course contents to be removed	
11	Any other suggestions to improve the course	

FEEDBACK OF FACULTY 2019 - 2020



Observation:

- 94% of faculty members strongly agree that the course outcomes are well defined and clear
- 80% of faculty members strongly agree that course contents are relevant to the Local/ Regional / National / Global needs
- 82% of faculty members agree that course has focus on Employability/ Entrepreneurship/ Skill Development
- 81% of faculty members strongly agree that the course evaluation schemes effectively cater to a student-centric learning system
- 82% of faculty members strongly agree that feedback from academic audit on course, helps to fine-tune the curriculum



3. ALUMNI FEEDBACK ANALYSIS

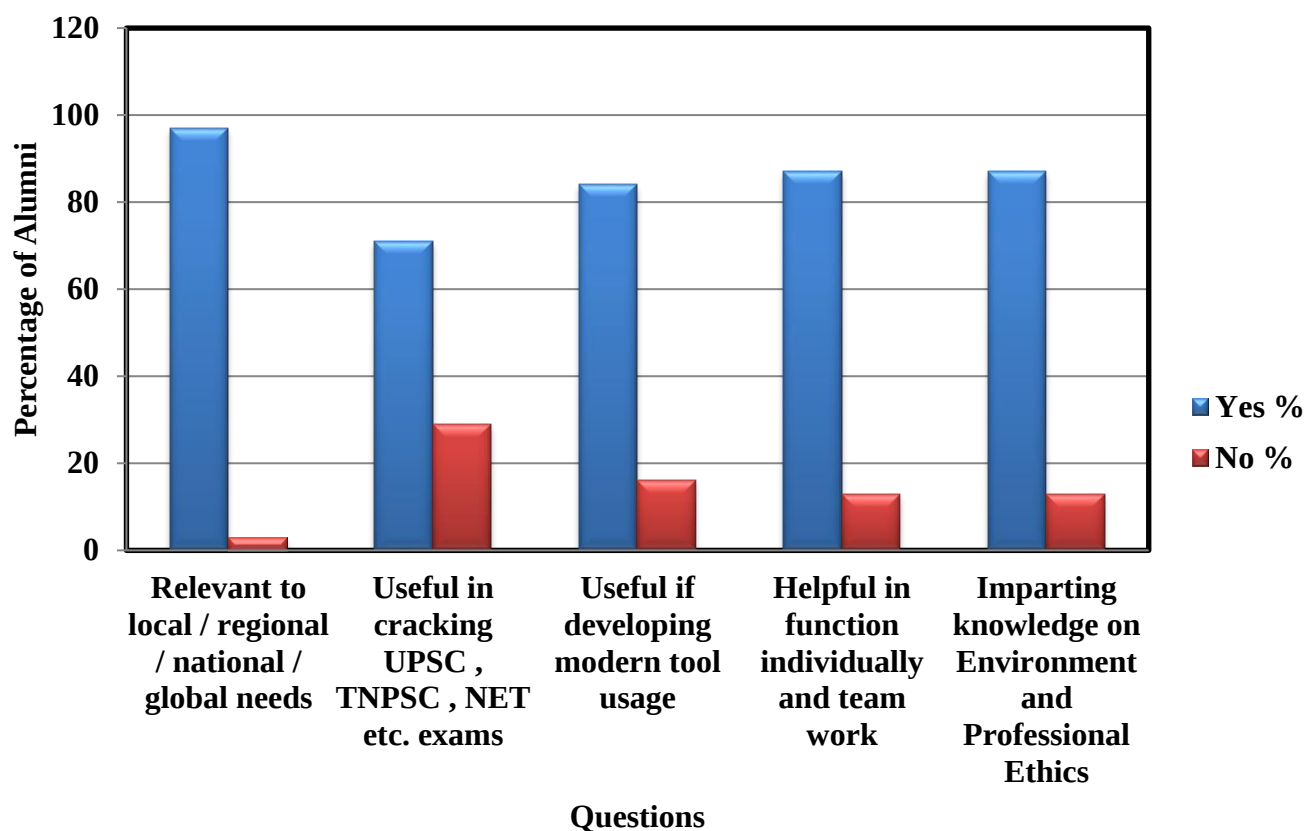
Total number of Alumni attempted feedback	31
Total number of questions	6
Feedback Collection	Offline

We carried out a comprehensive feedback collection approach with 31 alumni from various academic backgrounds during the 2019- 2020 academic year. We used offline surveys to collect data from alumni. The purpose of the feedback was to evaluate our institution's overall satisfaction rating, professional advancement, and long-term effects of their education. We gained important knowledge about the applicability of our programmes and the efficiency of our alumni support services by interviewing these alumni and getting their opinions. Their feedback directs our endeavors to consistently improve the learning environment and fortify our alumni network in order to foster mutual growth and prosperity.

S. No.	Particulars	Yes		No	
		No.	%	No.	%
1	Relevant to local / regional / national / global needs	30	97	1	3
2	Useful in cracking UPSC , TNPSC , NET etc. exams	22	71	9	29
3	Useful in developing modern tool usage	26	84	5	16
4	Helpful in function individually and team work	27	87	4	13
5	Imparting knowledge on Environment and Professional Ethics	27	87	4	13
6	Mention the changes if any, that will be implemented in the curriculum in future years?	<i>Descriptive Responses</i>			



FEEDBACK OF ALUMNI 2019 - 2020



Observation:

- 97% of Alumni expressed the view that the curriculum they studied was good to perceive diverse skills and global requirements
- 71% of Alumni opined the courses offered were useful in cracking UPSC , TNPSC, NET etc. exams
- 84% of Alumni opined that college's academic initiatives were useful in developing modern tool usage
- 87% of Alumni opined student-centric learning strategies were helpful in function individually and team work
- 87% of Alumni opined curriculum were helpful in imparting knowledge on Environment and Professional Ethics



4. EMPLOYERS FEEDBACK ANALYSIS

Total number of Employers attempted feedback	29
Total number of questions	15
Feedback Collection	Offline

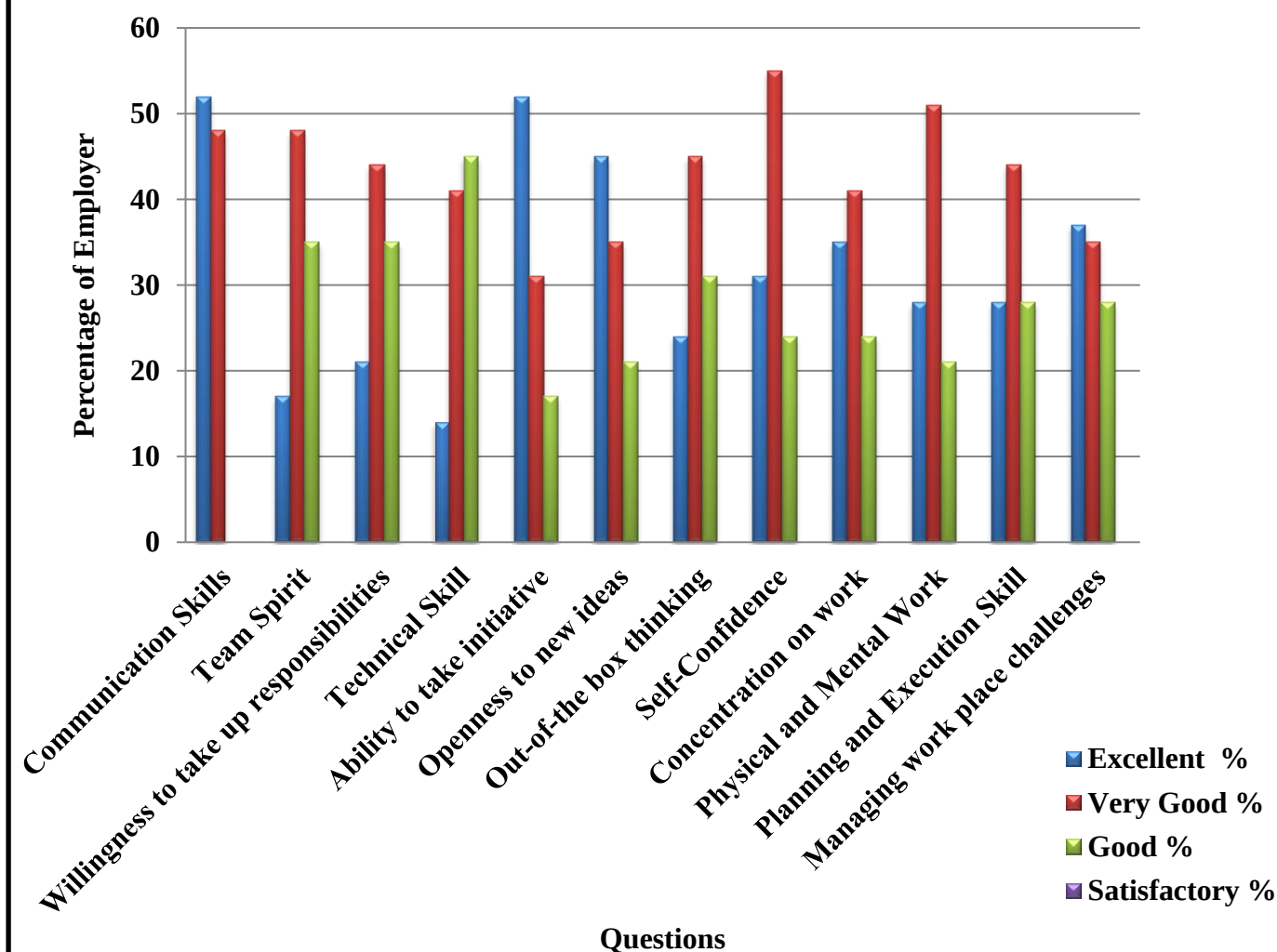
In the 2019 - 2020 academic year, we started a comprehensive process of gathering feedback from 29 employers of our students. In order to gather information about the readiness, abilities, and performance of our graduates in the workplace, we actively engaged employers through offline surveys. Their input gave us important insights into how well our curricula met the demands of the industry, what our graduates were good at, and where we still needed to improve. The employer's feedback has been crucial in improving our programmes and career services, keeping our students competitive and prepared for the challenges of the working world, and reaffirming our goal of graduating students who are prepared for jobs.

S. No.	Particulars	Excellent		Very Good		Good		Satisfactory	
		No.	%	No.	%	No.	%	No.	%
1	Communication Skills	15	52	14	48	-	-	-	-
2	Team Spirit	5	17	14	48	10	35	-	-
3	Willingness to take up responsibilities	6	21	13	44	10	35	-	-
4	Technical Skill	4	14	12	41	13	45	-	-
5	Ability to take initiative	15	52	9	31	5	17	-	-
6	Openness to new ideas	13	45	10	35	6	21	-	-
7	Out-of-the box thinking	7	24	13	45	9	31	-	-
8	Self-Confidence	9	31	16	55	7	24	-	-
9	Concentration on work	10	35	12	41	7	24	-	-
10	Physical and Mental Work	8	28	15	51	6	21	-	-
11	Planning and Execution Skill	8	28	13	44	8	28	-	-



12	Managing work place challenges	11	37	10	35	8	28	-	-
13	Give your opinion on our curriculum, based on the performance of our students	<i>Descriptive Responses</i>							
14	Does the performance of our students reflect the effectiveness of our curriculum								
15	What are 5 changes that will be made in the curriculum								

FEEDBACK OF EMPLOYER 2019 - 2020





Observation:

- 52% of Employers felt that students communication skill is excellent, while 48% felt it is very good
- 48% of Employers felt that students team spirit is very good, while 35% felt it is good
- 52% of Employers felt that students ability to take initiative is excellent, while 17% felt it is good
- 55% of Employers felt that students self-confidence is very good, while 31% felt it is excellent
- 44% of Employers felt that students planning and execution skills are very good, while 28% felt it is excellent

CONSOLIDATED STATEMENT OF OBSERVATION AND ACTION TAKEN

S.No.	Stakeholders	Observation	Action Taken
1	Students	• 72% of students felt that the teacher demonstrated a excellent understanding of the subject matter, whereas 27% felt it was good • 72% of students felt the teacher's communication skills were generally effective • 61% of students felt that teachers were excellent in explained concepts clearly, provided examples to illustrate points, and encouraged class participation • 62% of students felt that the teacher made an excellent effort to check for their understanding after each session • 50% of students felt that usage of ICT tools by teachers were excellent whereas 46% felt it was good	• Form a curriculum review committee to assess the current syllabus and course curriculum. Ensure that it is up-to-date with technological advancements and industry demands • Provide professional development opportunities for faculty to stay updated on industry trends and incorporate them into the curriculum effectively • Conduct regular surveys to monitor students' perceptions and make adjustments accordingly. This will help in identifying trends over time



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2	Faculty	• 94% of faculty members strongly agree that the course outcomes are well defined and clear • 80% of faculty members strongly agree that course contents are relevant to the Local/ Regional / National / Global needs • 82% of faculty members agree that course has focus on Employability/ Entrepreneurship/ Skill Development • 81% of faculty members strongly agree that the course evaluation schemes effectively cater to a student-centric learning system • 82% of faculty members strongly agree that feedback from academic audit on course, helps to fine-tune the curriculum	• Maintain open channels of communication with faculty members to understand their perspectives further • Explore ways to further strengthen the focus on employability, entrepreneurship, and skill development within the courses • Encourage faculty members to engage in research activities that contribute to the advancement of knowledge in their respective fields
3	Alumni	• 97% of Alumni expressed the view that the curriculum they studied was good to perceive diverse skills and global requirements • 71% of Alumni opined the courses offered were useful in cracking UPSC , TNPSC, NET etc. exams • 84% of Alumni opined that college's academic initiatives were useful in developing modern tool usage • 87% of Alumni opined student-centric learning strategies were helpful in function individually and team work • 87% of Alumni opined curriculum were helpful in imparting knowledge on Environment and Professional Ethics	• Develop specialized courses or modules dedicated to environmental sustainability and ethical decision-making in professional settings • Continue to promote student-centric learning strategies that empower individuals to function effectively both independently and as part of a team • Encourage active participation, peer learning, and group projects to foster teamwork and interpersonal skills



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4	Employers	• 52% of Employers felt that students communication skill is excellent, while 48% felt it is very good • 48% of Employers felt that students team spirit is very good, while 35% felt it is good • 52% of Employers felt that students ability to take initiative is excellent, while 17% felt it is good • 55% of Employers felt that students self-confidence is very good, while 31% felt it is excellent • 44% of Employers felt that students planning and execution skills are very good, while 28% felt it is excellent	• Provide opportunities for students to showcase their talents, achievements, and ideas in public forums, presentations, and competitions • Incorporate assignments and tasks that require students to demonstrate initiative, creativity, and problem-solving skills
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Feedback Collected, Analyzed, Action Taken Report submitted to Principal