# Internal Quality Assurance Cell (IQAC)

## STUDENT FEEDBACK ANALYSIS FOR THE ACADEMIC YEAR 2021-22

Collecting feedback from students is a critical component in enhancing the quality of education and enables educational institutions and faculty to evaluate courses and curriculum delivery to foster a comprehensive learning experience. Student feedback and their engagement actively contribute to the development of a comprehensive and holistic education in the college.

Likewise, every year at the end of the even semester, feedback forms are sent to students. This circulation, distribution of feedback forms and collection of filled feedback forms was done by AAA cell and the IQAC.

**Objectives of Student feedback:**

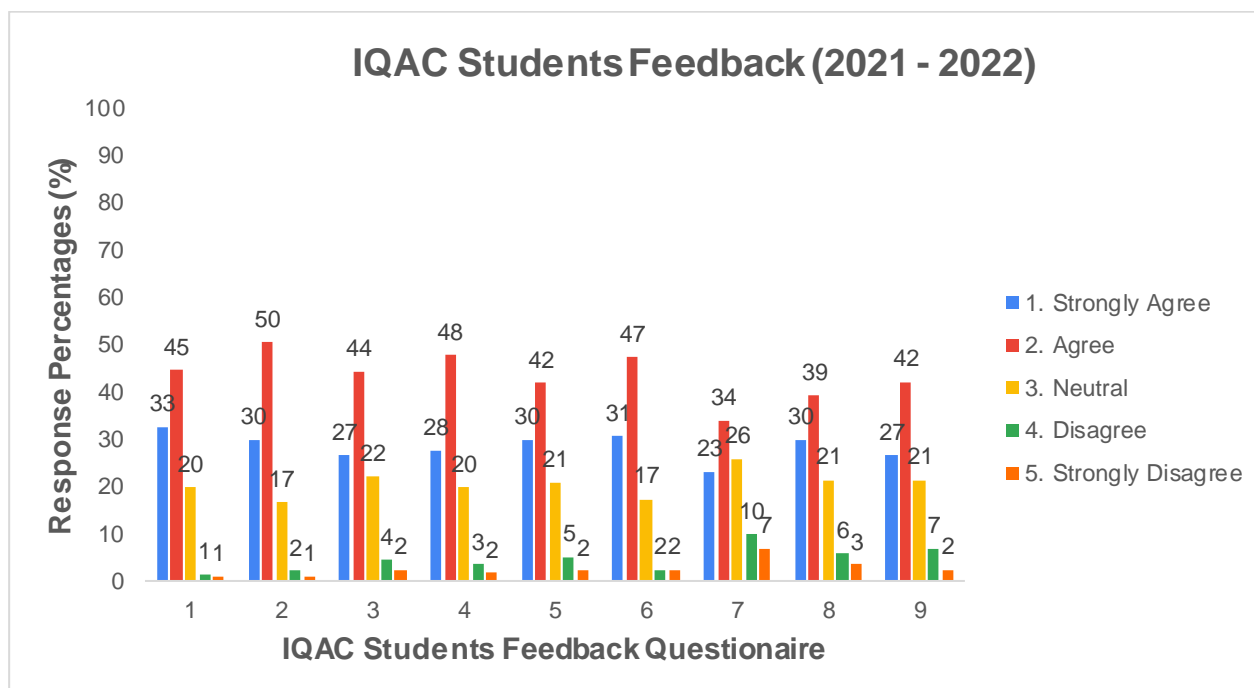The primary goals of gathering student feedback are three-fold:

1. To examine the effectiveness of the academic program and its design as provided by the University, as well as the instructional approach and delivery of the syllabi at the college.
2. To take into account the opinions of students regarding the availability and quality of resources, including the library, books, digital resources, infrastructure, and teaching aids.
3. To collect feedback on the institution's overall impact of the institution on the professional development of the students.

**Questionnaire provided for the Student Feedback**

The student feedback form focuses on the following issues:

1. The overall depth of the curriculum and its competency to equip students in the field.
2. The curriculum helped students in finding job opportunities and/or quality higher education.
3. The curriculum and its relevance to real-life situations for students.
4. The methodology employed by the faculty is appropriate for the curriculum.
5. The research orientation during the study was satisfactory for students.
6. The external and internal evaluation methods and their suitability for the syllabus for students.
7. The participatory learning and student involvement in the learning process were beneficial.
8. The activities/events conducted were relevant from the perspective of learning outcomes related to the curriculum.

9. The LMS and online aids used in the teaching-learning process are effective.
10. Concerns, criticisms and suggestions regarding the current curriculum.

## IQAC Students Feedback (2021 - 2022)

Response Percentages (%) — IQAC Students Feedback Questionaire

Legend:
- 1. Strongly Agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Strongly Disagree

Question 1: 33, 45, 20, 1, 1
Question 2: 30, 50, 17, 2, 1
Question 3: 27, 44, 22, 4, 2
Question 4: 28, 48, 20, 3, 2
Question 5: 30, 42, 21, 5, 2
Question 6: 31, 47, 17, 2, 2
Question 7: 23, 34, 26, 10, 7
Question 8: 30, 39, 21, 6, 3
Question 9: 27, 42, 21, 7, 2

**Analysis and Outcome**

**IQAC Student Feedback on Curriculum for 2021 – 22 (Responses)**

1. From the above graph, the current curriculum is satisfactory to 33% of students who responded positively and strongly agreed, 45% who agreed, 20% of them had a neutral opinion, and only 1% disagreed and another 1% strongly disagreed to finding the curriculum competent to equip one in the given field.

2. When asked whether the curriculum helped students in finding job opportunities and/or quality higher education 30% of them strongly agreed, 50% agreed whereas 17% of them picked neutral, and 2% disagreed and another 1% strongly disagreed. This shows a good 80% believes the curriculum is conducive to a better future.

3. When inquired about whether the curriculum is up-to-date with the real-life situations for students 27% strongly agree that the curriculum is relevant, 44% agreed and 22% were neutral on this point, with 4% who disagreed and 2% who strongly disagreed to it.

4. When it comes to the appropriacy of the methodology employed by the faculty to the curriculum, 28% strongly agreed, 48% agreed, nearly 20% responded neutral and 3% disagreed and 2% strongly disagreed.

5. When questioned on whether the research orientation during the study was satisfactory for students, 30% strongly agreed, 42% agreed, 21% was neutral and 5% disagreed and only 2% strongly disagreed.

6. When it comes to the external and internal evaluation methods and their suitability for the syllabus 31% students strongly agreed on it being satisfactory, 47% agreed on the same, 17% of them were neutral, while 2% disagreed and 2% strongly disagreed.

7. When asked whether the participatory learning and student involvement in the learning process were beneficial for students 23% responded positively and strongly agreed, 34% agreed, 26% were neutral, 10% disagreed and only 7% strongly disagreed on this aspect.

8. When asked whether the activities/events conducted were relevant from the perspective of learning outcomes related to the curriculum for students, 30% strongly agreed, 39% agreed and 21% was neutral and 6% disagreed and 3% strongly disagreed on the above aspect.

9. On the effectiveness of the LMS and online aids used in the teaching-learning process: 27% Strongly agreed, 42% agreed and 21% was neutral, on the other have 7% disagreed and 2% strongly disagreed.

10. Some respondents had criticisms and suggestions, including the need for more practical projects in certain fields, the need for more support and guidance from faculty, the need for better extracurricular activities, and the desire for more participatory learning. Some respondents also felt they were not in a position to provide feedback as passed-out students. Some respondents simply answered "No."

Overall, the feedback from students suggests that the current curriculum is satisfactory and relevant, as indicated by the majority of positive responses. However, there are areas for improvement, such as providing more support and guidance to students, including more practical projects in certain fields, and improving extracurricular activities to better support student learning and engagement.

**Recommendation and Suggestions**
1. The curriculum should be updated to reflect real-life situations and current industry needs.
2. The faculty needs to add the latest topics and industry requirements to the existing curriculum.
3. The instruction needs to go beyond the curriculum in efforts to make the students career-ready.
4. Extracurricular activities should be improved to better support student learning and engagement.