



Internal Quality Assurance Cell (IQAC)

STUDENTS' FEEDBACK ANALYSIS FOR THE ACADEMIC YEAR 2019-20

Collecting feedback from students plays a crucial role in IQAC's efforts to improve the quality of education. Student feedback allows educational institutions and faculty members to assess courses and curriculum delivery, to foster a comprehensive learning experience. Student feedback and engagement actively contribute to the development of holistic education in the college.

Every year, at the end of the even semester, feedback forms are distributed to students. The AAA cell & IQAC manage the circulation, distribution, and collection of these forms.

Objectives of Students' feedback:

The objectives of gathering students' feedback are threefold:

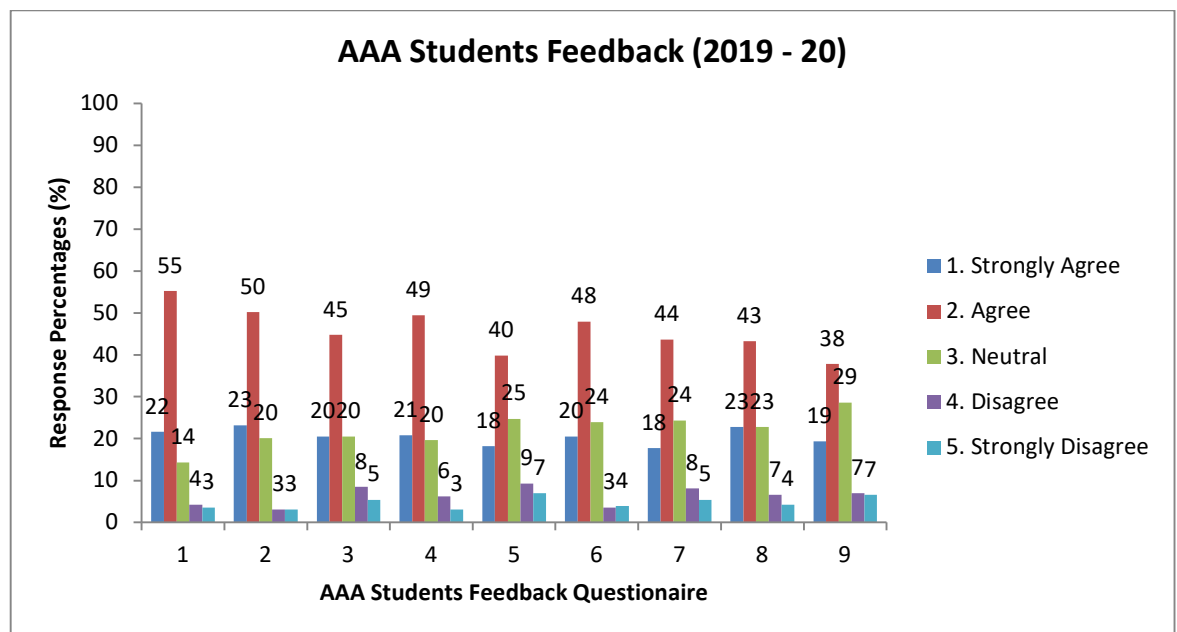
1. Evaluate the University's curriculum, instructional methods, and syllabi.
2. Evaluate student response to library, book, digital, and infrastructure resources, including teaching aids.
3. Collect comments on the institution's impact on student career preparedness.

Focus of the Students' Feedback Form

The Students' feedback form focuses on the following issues:

1. The overall curriculum was competent to equip you in the field.
2. The objectives and outcomes stated for the programme are helpful.
3. The curriculum is up to date with latest developments in technology and research in the field.

4. The sequence of the courses that you have studied in the programme is satisfactory.
5. The LMS and online aids used in the teaching-learning process are effective.
6. The methodology employed by the faculty is appropriate for the curriculum.
7. The size of syllabus in terms of the load on the student is satisfactory
8. Tests and examinations have been conducted well in time with proper coverage of all units in the curriculum.
9. The current syllabus equips you for opportunities in terms of employability such as Jobs, Services and an Entrepreneurial attitude.



Analysis and Outcome

AAA Cell and IQAC Student Feedback for 2019 – 20 (Responses)

1. 22% of students thought the current curriculum satisfactory, 55% agreed, 14% were neutral, and only 4% strongly disagreed that it effectively prepared them for their career.
2. When asked about the usefulness of the program's objectives and outcomes, 23% strongly agreed, 50% agreed, 20% indifferent, and 3% strongly disagreed.

This suggests that 73% believe the outcomes help consumers gain clarity about the initiative they are participating in.

3. When asked if the curriculum is relevant to current developments, 20% strongly agreed, 45% agreed, 20% were neutral, 8% disagreed, and 5% strongly disagreed.
4. Satisfaction with course sequence: 21% strongly agreed, 49% agreed, around 20% indifferent, 6% disagreed, and 3% strongly opposed.
5. 18% strongly agreed, 40% agreed, 25% were neutral, 9% disagreed, and just 7% strongly objected with the value of LMS and online teaching tools.
6. Approximately 20% of parents strongly agreed that the faculty's methodology was acceptable for the curriculum, with 48% agreeing, 24% neutral, 3% disagreeing, and 4% strongly disagreeing.
7. When asked about syllabus load, 18% of alumni responded positively and enthusiastically, 44% agreed, 24% were neutral, 8% protested, and 5% strongly disapproved. Approximately 13% appear to believe that the syllabus is extensive.
8. When asked if tests and exams were completed on time, 23% strongly agreed, 43% agreed, 23% were neutral, 7% disagreed, and 4% strongly disagreed.
9. When asked if the syllabus prepares students for employment, 19% agreed. Strongly agreed, 38% agreed, and 29% were neutral; nonetheless, 7% disagreed, with 7% strongly disagreeing.

The overall feedback received is positive and suggests a satisfied attitude of a good portion of the students towards curriculum, teaching-learning process, and resources; however, there is a significant percentage that desires to see a change in the execution of curriculum, improvement in LMS and online resources, and other aspects of the teaching-learning experience.

Recommendation and Suggestions

1. Improve LMS and online assistance to prevent errors and problems.
2. The faculty should update the curriculum to reflect current industrial needs.
3. Extending instruction beyond the curriculum can help students become job-ready.
4. Develop value-added and credential courses to meet industry expectations.