



FEEDBACK FROM THE STUDENTS ON PROGRAMME OF STUDY & SYLLABUS (2022-'23)

This report provides an overview of the feedback collected from the students (both UG and PG) on their respective programme of study and syllabus. The report is based on the survey data gathered online through a Google form.

Students being the most important component of the education system, their feedback is of inestimable value for any institution with respect to assessing its present performance and planning for future. The feedback on the Programme of Study and Syllabus helps the institution revise syllabus, establish new programmes, etc.

1. Feedback Form

The feedback form to the students was collected through a Google form. The link of the Google form is:

https://docs.google.com/forms/d/1AapluCa9rLWDgaVaGv9PdZtdm_9ejgui5SaEojkYC5E/edit

2. Sampling Method

Data was collected from 460 students from various classes on a random sample method. The feedback form link was communicated to the official WhatsApp groups of all classes and a time frame was given for responding.

3. Feedback Analysis

The feedback collected was put to percentage analysis of each component and the results are presented in the form of pie charts for effective and accurate visual presentation. The following pie charts summarise the feedback:



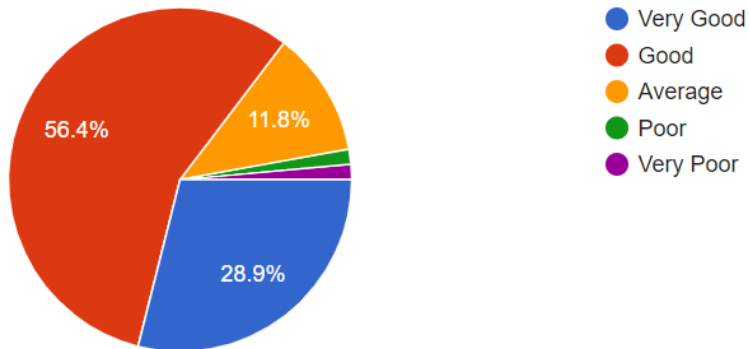
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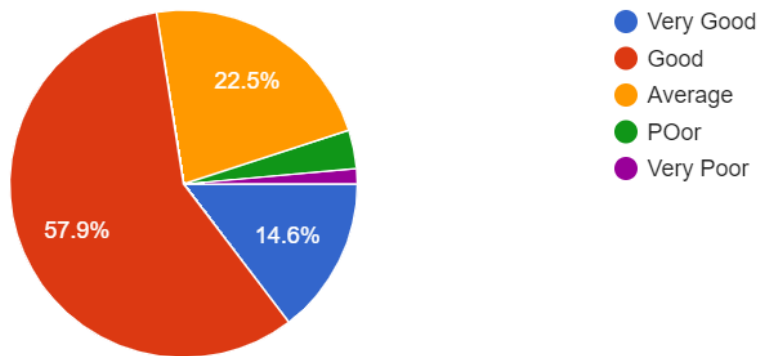
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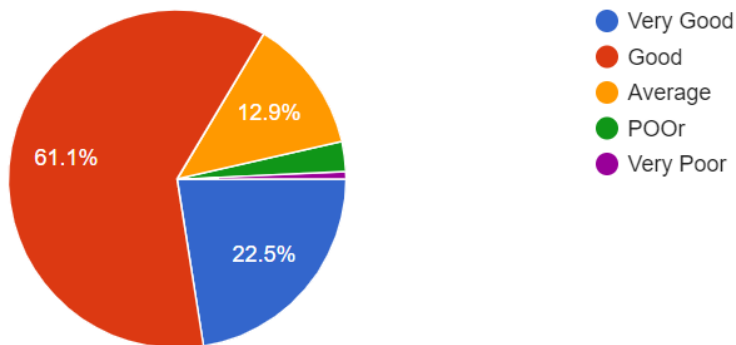
1. Contemporary relevance of courses and course content



2. Inclusion of the latest developments in the subject



3. Depth of coverage of course content





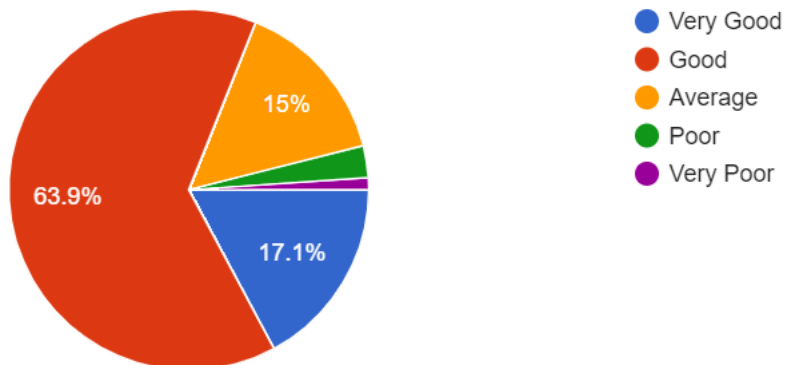
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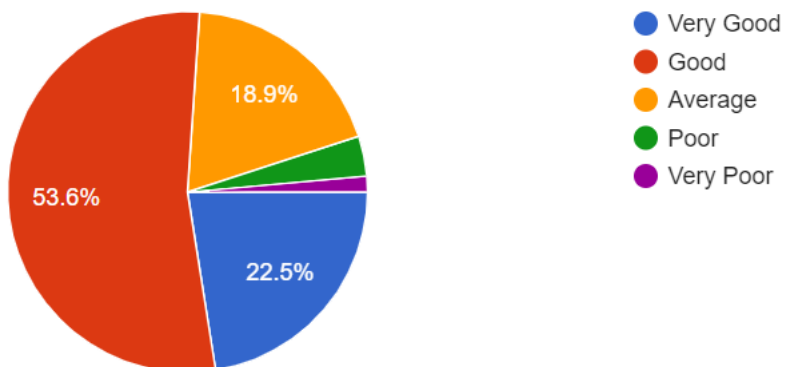
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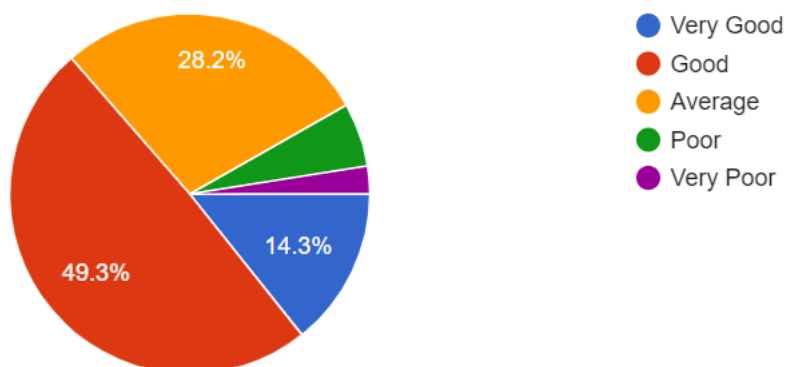
4. Extent of coverage of course content



5. Orientation to higher studies



6. Practical orientation





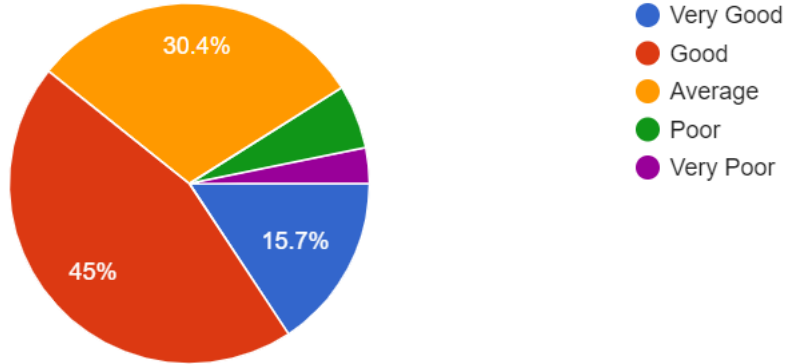
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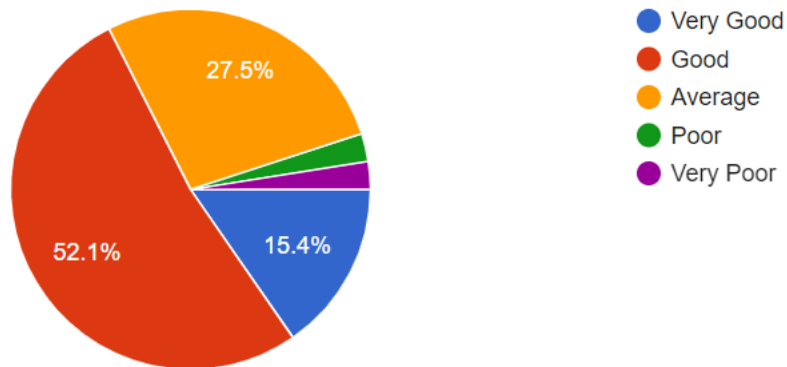
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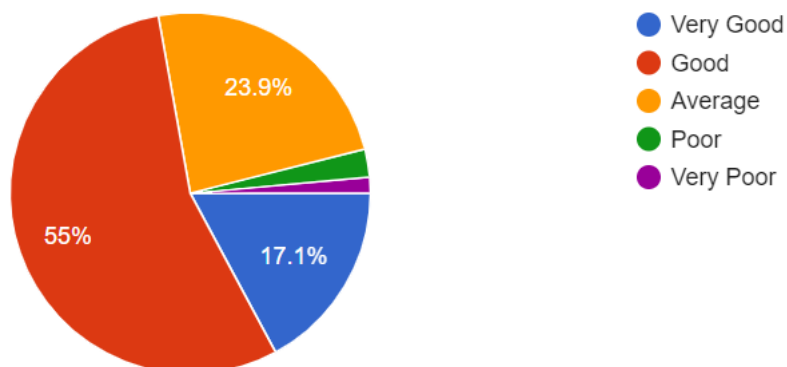
7. Opportunities for the promotion of life skills & employability skills



8. Opportunities for the promotion of critical, analytical and creative thinking skills

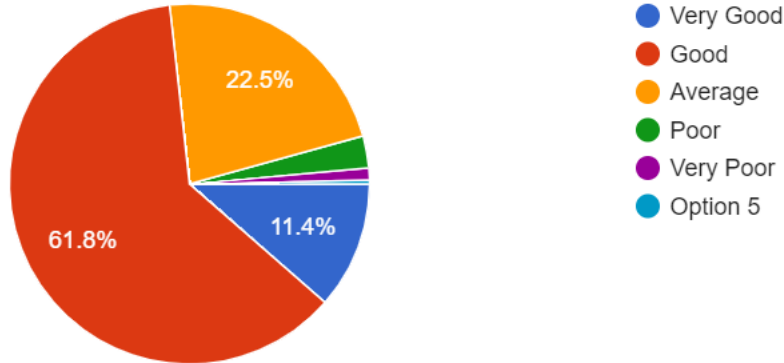


9. Value orientation

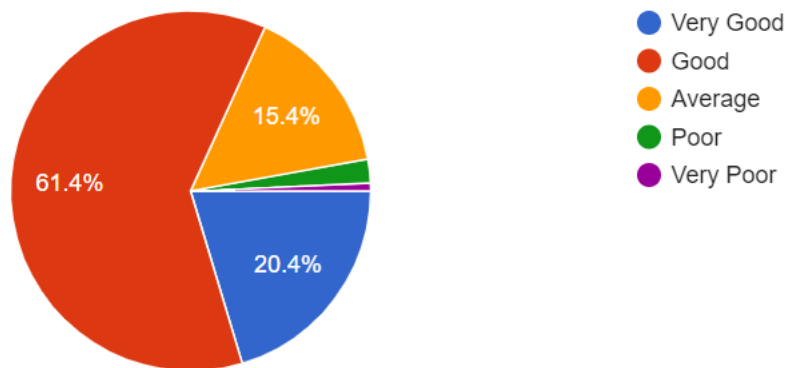




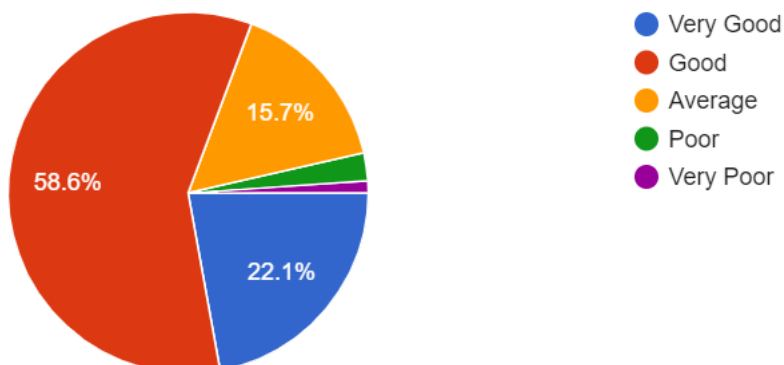
10. Suitability to your intellectual level



11. Integration to what you have learned up to Plus Two



12. Effectiveness in enriching your knowledge base





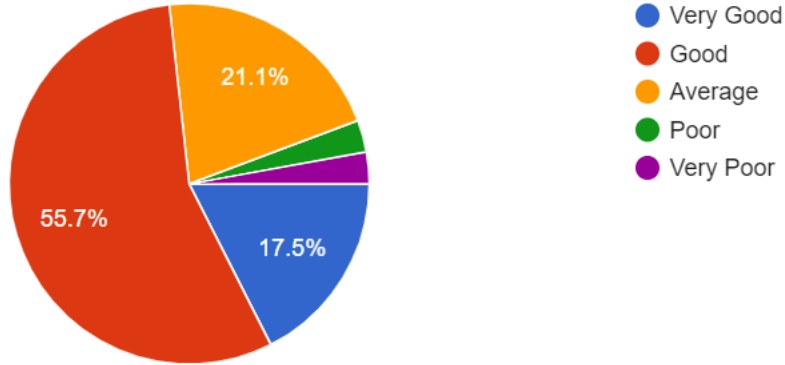
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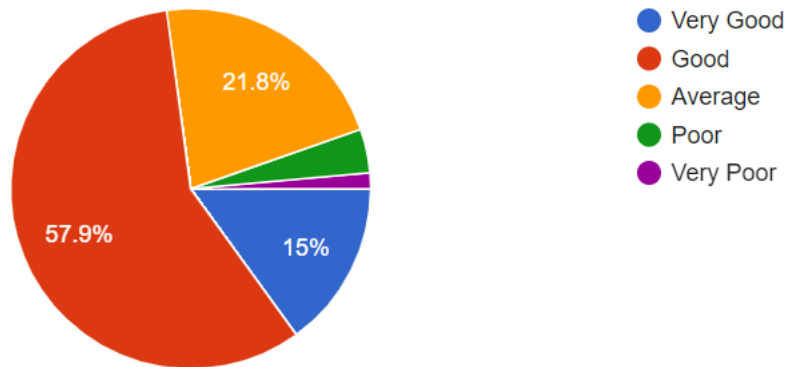
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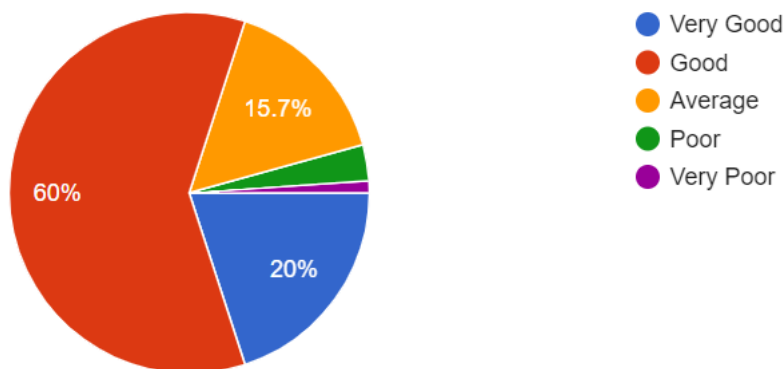
13. Effectiveness of evaluation system (internal & external)



14. Effectiveness in equipping you to take up the challenges of future



15. Overall rating of the programme and the syllabus





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Sl No	Particulars	Very Good	Good	Average	Poor	Very Poor
		Percentage				
1	Contemporary relevance of courses and course content	28.9	56.4	11.8	1.4	1.4
2	Inclusion of latest developments in the subject	14.6	57.9	22.5	3.6	1.4
3	Depth of coverage of course content	22.5	61.1	12.9	2.9	0.7
4	Extent of coverage of course content	17.1	63.9	15.0	2.9	1.1
5	Orientation to higher studies	22.5	53.6	18.9	3.6	1.4
6	Practical orientation	14.3	49.3	28.2	5.7	2.5
7	Opportunities for the promotion of life skills & and employability skills	15.7	45.0	30.4	5.7	3.2
8	Opportunities for the promotion of critical, analytical and creative thinking skills	15.4	52.1	27.5	2.5	2.5
9	Value orientation	17.1	55.0	23.9	2.5	1.4
10	Suitability to your intellectual level	11.4	61.8	22.5	2.9	1.1
11	Integration to what you have learned up to Plus Two	20.4	61.4	15.4	2.1	0.7
12	Effectiveness in enriching your knowledge base	22.1	58.6	15.7	2.5	1.1
13	Effectiveness of evaluation system (internal & external)	17.5	55.7	21.1	2.9	2.9
14	Effectiveness in equipping you to take up the challenges of the future	15.0	57.9	21.8	3.9	1.4
15	Overall rating of the programme and the syllabus	20.0	60.0	15.7	3.2	1.1

The following inferences are drawn from the feedback analysis:

- Majority of respondents find the contemporary relevance of courses and course content to be Good.



- Similar to the first aspect, majority rate the inclusion of the latest developments in the subject as Good.
- Most respondents perceive the depth of coverage of course content to be Good.
- Similar to depth, the extent of coverage of course content is predominantly rated as Good.
- Overall, the majority of respondents tend to rate the programme positively, with a substantial percentage in the "Good" category for most aspects.
- Ratings in the "Very Poor" and "Poor" categories are generally low across all aspects, indicating overall satisfaction with the programme and syllabus.
- There are areas where the "Average" ratings are notable. These could be points of focus for improvement, as they represent aspects that respondents feel could be better.

4. Action Taken Report (ATR)

Feedback from the students is the most significant indicator of educational process and, hence, the feedback data was discussed at various platforms of the college as well as the affiliating university. Payyanur College is an affiliated college and the programme and syllabus design are done by the parent university. The role of the college is limited to the transaction of the syllabi and measures have been taken to uphold the true spirit of the syllabi in academic transactions. The following actions were taken on the feedback data:

- The College Council which comprises the Heads of all Departments discussed the feedback generally in its meeting on 11.7.2023.
- Specific discussions were done in the department-level meetings.
- Discussions with students were made in classrooms to understand the dimensions that could not be covered through the specific questions of the questionnaire.
- Teachers of our college who are members of the Kannur University Academic Council as well as the syllabus restructuring bodies presented the essence of the feedback before the respective bodies and pressed for accommodating the suggestions.
- In the general meetings of the teaching staff, various feedbacks, including the student feedback, were subjected to discussion and rectification measures to be implemented were devised.



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Conclusion

Needless to say, the college is committed to ensure up-to-date quality education to its students and has responded positively to various stakeholders' feedback. Concerning programme and syllabus design, the role of an affiliated college is minimal in the affiliating system. However, the spirit of the student's responses have been incorporated into the teaching-learning process, thereby enriching the learning experience for students.

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