



# **Feedback on the Syllabus and its Transaction at the institution from stakeholders – 2023-24**



**GOVERNMENT COLLEGE  
NEDUMANGAD**

**THIRUVANANTHAPURAM, KERALA- 695541**  
***Under Government of Kerala***  
***Accredited by NAAC with 'A' Grade***

# **Feedback on the Syllabus and its Transaction at the institution from stakeholders – 2023-24**

Feedback on the syllabus and its transaction from stakeholders—students, parents, teachers, and alumni—is essential for ensuring that the educational program is effective, relevant, and meets the needs of all involved. Students provide direct insights into how well the syllabus aligns with their learning styles and academic needs, helping to identify areas of improvement in content delivery and engagement. Parents, with their broader perspective on their child’s overall development, offer valuable feedback on whether the syllabus is fostering both academic and personal growth. Teachers, as the primary facilitators of learning, can assess the practical effectiveness of the syllabus, suggesting adjustments to improve its delivery and make it more relevant to students' needs. Alumni, having experienced the full impact of the syllabus and its outcomes, offer feedback based on how well the curriculum prepared them for their careers or further education, highlighting gaps or strengths in the program's ability to equip students for real-world challenges. Collectively, feedback from these stakeholders provides a comprehensive understanding of the syllabus's strengths and weaknesses, enabling institutions to make informed improvements, adapt to evolving educational needs, and better prepare students for future success.

## **I. Students’ Feedback on Syllabus for the academic year 2023-24**

Gathering student feedback on the syllabus is crucial for ensuring that the course aligns with the needs of a diverse student body, encourages active participation and learning, and creates an inclusive and supportive educational environment. Seeking feedback shows students that their opinions and perspectives are valued, fostering open communication and a sense of partnership between instructors and students. This collaboration helps build a positive and engaging learning atmosphere. Recognizing the importance of this process, we have implemented an online feedback system to gather input from our undergraduate and postgraduate students.

The feedback is collected as a response to the following questions/ variables selected:

1. The Program you are perusing now?
2. Your Gender
- 3.The Syllabus you are studying is suitable for the course and need based
4. Opinion about the library materials available for the course
5. The college provides adequate facility for projects and research
6. The time available for studying the topics in the syllabus is adequate
7. Were the methods of assessment (assignments, exams, projects) fair and relevant to the course

8. Did the syllabus encourage student engagement and interaction?

9. Did the syllabus cover the topics comprehensively?

10. I would recommend this course to other students

11. Additional Comments that you wish to add

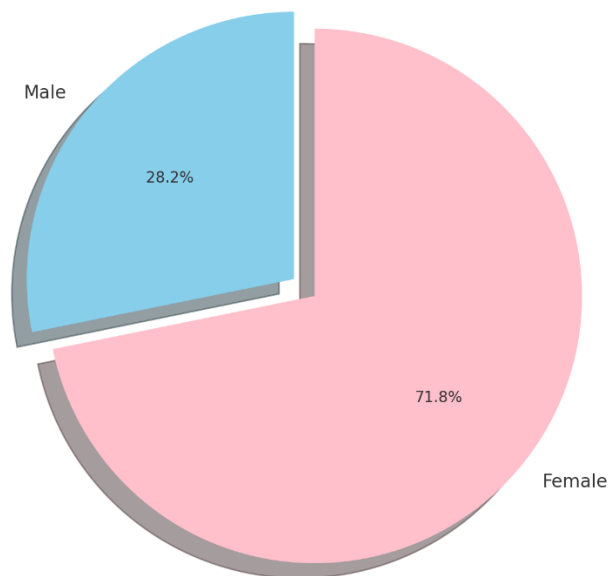
## **Responses**

### **1. Students' Profile**

#### **1.1 Gender wise distribution of Students**

During the academic year 2023-2024, a total of 901 students from six teaching departments of our college participated in an online feedback survey. Among the respondents, 71.81% were female students, while 28.19% were male students.

Gender-wise Distribution of Students (2023-2024)

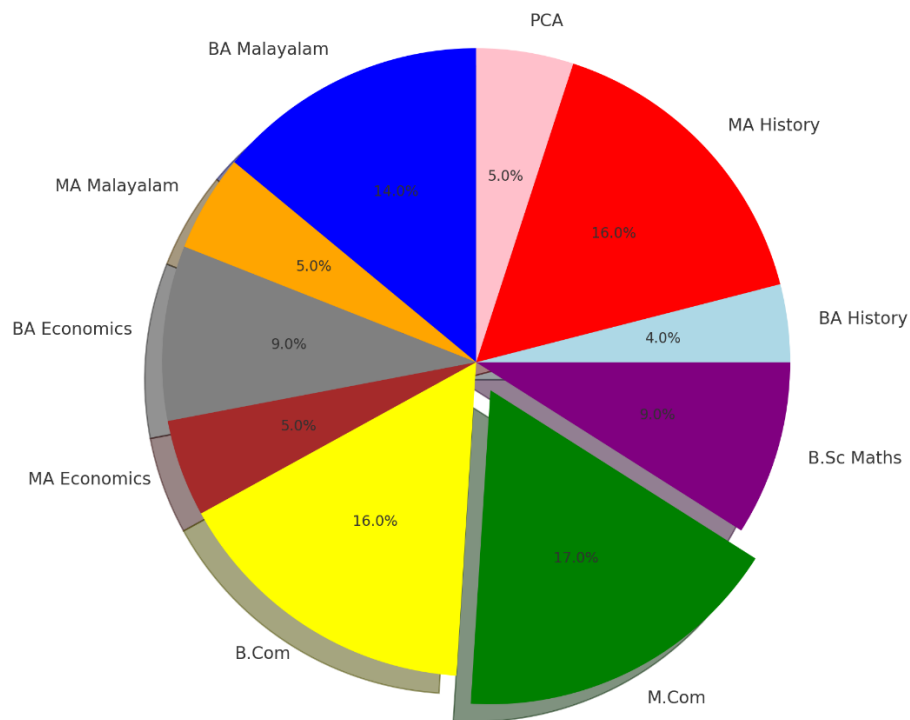


**Fig. 1.1**

#### **Gender wise distribution of Students**

#### **1.2 Program wise distribution of Students**

We currently offer 10 programs across six departments. Figure 1.2 illustrates the percentage of students from various programs within each teaching department who participated in the Distribution Across Departments



feedback system.

**Fig.1.2**

**Program wise distribution of Students**

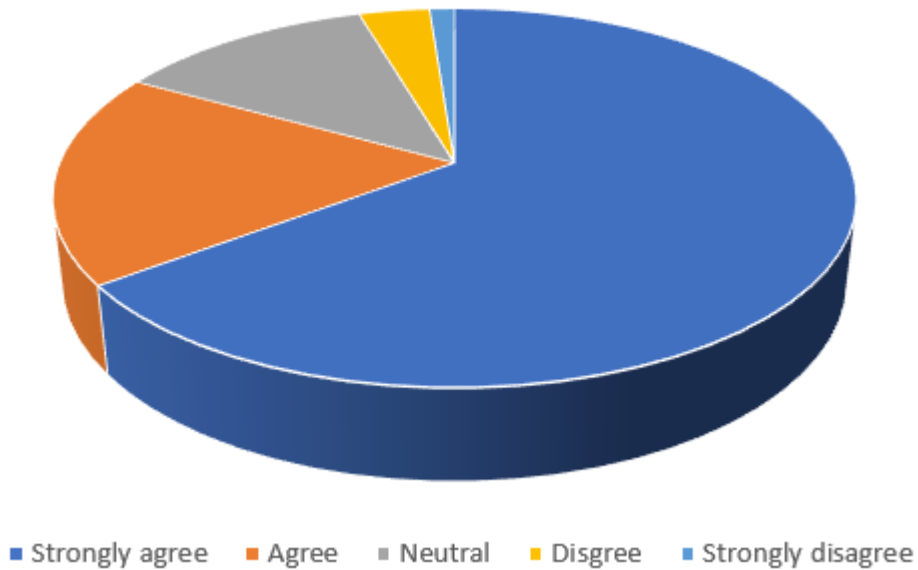
**1.3. Students’ Feedback on Syllabus**

In the survey, students were asked to provide feedback on various aspects of the syllabus, including its adequacy, comprehensiveness, availability of time, infrastructural support to achieve its outcomes, assessment methods, connections to projects and research, and opportunities for student engagement and interaction. Their responses were summarized and analyzed based on the following variables.

**1.3.1 Suitability for the Course and Need based**

Students' feedback provides valuable insights into whether the syllabus effectively addresses topics relevant to the course objectives and learning outcomes. By understanding students' perspectives on the alignment between the syllabus and course content, instructors can make necessary adjustments to ensure the material aligns with the curriculum's requirements.

### Suitability for the Course and Need based

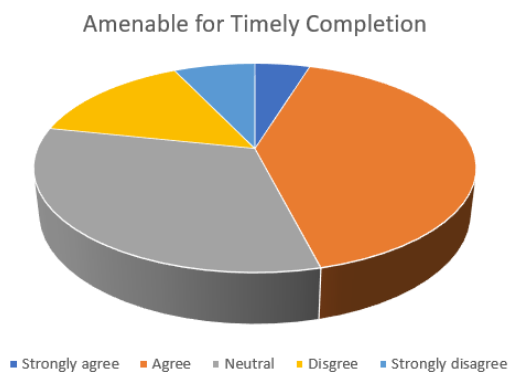


**Fig. 1.3.1- Suitability for the Course and Need based**

The survey results regarding the suitability for the course and its alignment with student needs indicate a strong positive response. A significant majority, 64.8%, strongly agree that the course is well-suited to their needs, while 18.2% agree, highlighting overall satisfaction with the course's relevance and structure. A smaller portion, 12.4%, remain neutral, suggesting they are neither strongly convinced nor dissatisfied. Only a small fraction, 3.4%, disagree, and 1.2% strongly disagree, indicating a minimal level of dissatisfaction. These results reflect that the course is generally perceived as well-aligned with students' expectations and requirements.

### 1.3.2. Amenable for Timely Completion

The syllabus should be structured to facilitate the achievement of course learning objectives within the designated time frame. Student feedback can offer valuable insights into whether the syllabus effectively aligns course activities and assessments with these objectives, ensuring that students can attain mastery of the material by the end of the semester.



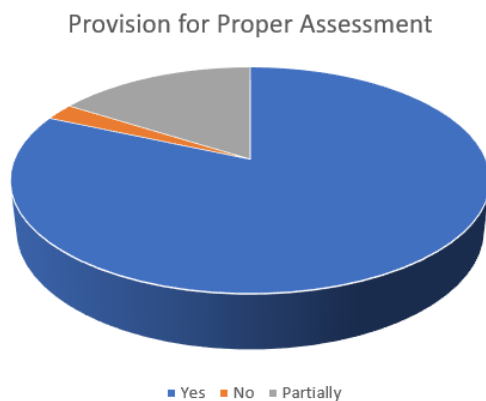
**Fig.1.3.2**

### Amenable for Timely Completion

The survey results regarding the timeliness of the course's completion show a somewhat divided perspective. While 41.2% of students agree that the course is structured for timely completion, only 4.8% strongly agree, indicating a moderate level of satisfaction. A significant portion, 32.3%, remains neutral, implying uncertainty or indifference on this matter. However, 14.6% disagree, and 7.1% strongly disagree, suggesting that a substantial minority feel the course may not be amenable to completing within the allocated time frame. These findings point to potential areas for improvement in the course's time management and pacing.

### 1.3.3 Provision for Proper Assessment

Assessments should be designed to be accessible to all students, including those with disabilities or diverse learning needs. Feedback on the syllabus can reveal any concerns or challenges students may encounter in accessing assessments, as well as the effectiveness of accommodations provided. Instructors can use this feedback to ensure that assessments are fair, equitable, and inclusive for all students.



**Fig.1.3.3**

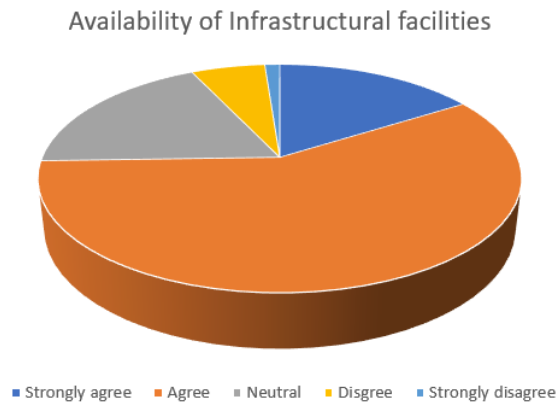
### Provision for Proper Assessment

The survey results regarding the provision for proper assessment indicate a generally positive response. A large majority, 81.6%, affirm that the course provides adequate assessments, while only 2.4% feel that there is no proper assessment. Additionally, 16% believe that the assessments are partially adequate, suggesting that some areas of the assessment process may require improvement or further clarification. Overall, the feedback points to a strong alignment with the need for proper assessment, though there is room for refinement in certain aspects.

### 1.3.4 Availability of infrastructural facilities

Not all students may have equal access to essential infrastructural facilities, such as libraries, laboratories, or specialized software. Feedback on the syllabus can help identify whether all students have access to the necessary resources and highlight any challenges faced by

students due to limited access. This information can be used to address gaps and ensure that all students have the support they need to succeed.



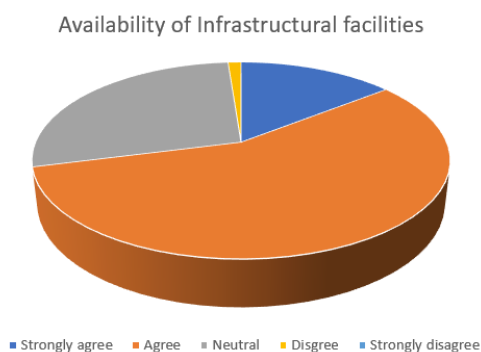
**Fig. 1.3.4**

#### **Availability of infrastructural facilities**

The survey results regarding the availability of infrastructural facilities indicate that a majority of students are satisfied with the access to necessary resources. 58.4% agree that the facilities are available, while 16.1% strongly agree, reflecting overall positive feedback. However, 18.4% remain neutral, indicating some uncertainty or mixed feelings about the availability of resources. A smaller portion, 5.9%, disagree, and only 1.2% strongly disagree, suggesting that a minimal number of students face significant issues with access. These results imply that while most students have adequate access to facilities, there may still be room to address concerns for the smaller group facing challenges.

#### **1.3.5 Scope for projects and research**

Projects and research assignments that are relevant, challenging, and intellectually stimulating can significantly boost student engagement and motivation. Gathering feedback on the syllabus can help assess whether students find the proposed projects and research topics engaging, as well as determine if they feel motivated to dedicate time and effort to these assignments.



**Fig.1.3.5**

### Scope for projects and research

The data indicates a strong overall belief in the potential for projects and research in the area, with 14.4% of respondents strongly agreeing and 56.6% agreeing, reflecting a general optimism about the scope. A smaller percentage, 27.8%, remain neutral, neither fully endorsing nor opposing the idea, while only 1.2% disagree. Notably, there are no respondents who strongly disagree, further emphasizing that there is broad recognition of the potential for research and projects in this field. This suggests a largely positive outlook, with a few individuals remaining uncertain or less convinced.

#### 1.3.6 Provision for student engagement and interaction

Student feedback can offer valuable insights into whether the syllabus includes opportunities for active learning, such as group discussions, collaborative projects, and hands-on activities. These interactive elements foster student engagement by encouraging active participation in the learning process, rather than merely passively receiving information.

Provision for Student engagement and interation

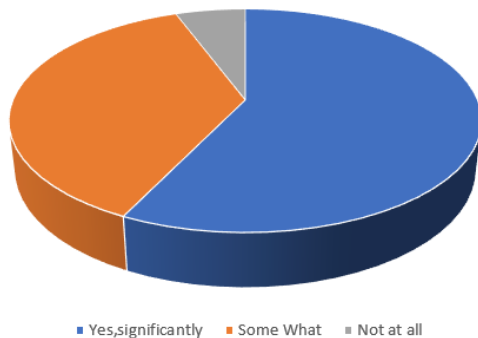


Fig. 1.3.6

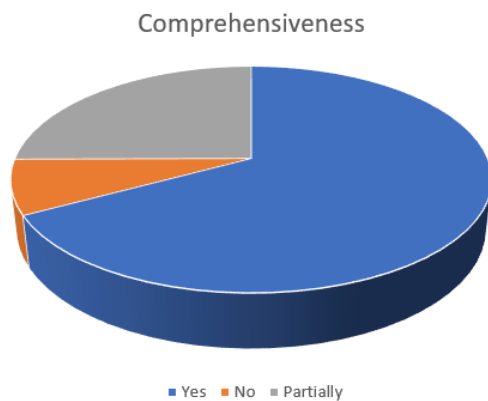
#### Provision for student engagement and interaction

The data indicates that the majority of respondents believe there is a significant provision for student engagement and interaction, with 57.2% answering "Yes, significantly." A further 37.1% feel that there is some provision for engagement, suggesting a moderate level of interaction opportunities. However, 5.7% of respondents believe there is no provision for student engagement and interaction at all, pointing to a small minority who feel that the syllabus lacks such opportunities. Overall, the responses reflect a general perception of adequate to strong student engagement provisions, with only a few indicating a complete absence.

#### 1.3.7 Comprehensiveness

The syllabus should balance depth and breadth, allowing enough time to explore key concepts in detail while also covering a wide range of topics. Student feedback can offer valuable insights into whether the syllabus adequately addresses all essential content areas and relevant topics. This feedback helps instructors identify any gaps or omissions, enabling them to make adjustments to ensure thorough coverage of the subject matter.





**Fig.1.3.7**

### **Comprehensiveness**

The data shows that a majority of respondents (67.1%) believe the syllabus is comprehensive. A smaller portion, 25.1%, feels that it is only partially comprehensive, suggesting room for improvement in certain areas. Meanwhile, 7.8% of respondents feel that the syllabus is not comprehensive, indicating that a small minority believe it does not adequately cover all necessary topics. Overall, the majority perceive the syllabus as comprehensive, though there are still some who feel it could be enhanced.

### **Major Findings**

- 1.Highlights a significant gender disparity among the respondents, with female students forming the majority.
- 2.the course is perceived as well-suited to students' expectations and needs.
- 3.Indicates issues with course pacing and time management for a notable minority.
- 4.Overall, the assessment process is positively perceived, though some areas need improvement.
- 5.Suggests that infrastructural facilities are generally satisfactory but require targeted improvements.
6. Indicates broad recognition of the potential for research and projects.
- 7.Most respondents see ample opportunities for engagement, though a small minority perceives gaps.
8. The syllabus is largely seen as comprehensive, though some feel there are gaps to address.

### **Summary**

The findings indicate overall satisfaction across various aspects, such as course suitability, assessment provisions, research opportunities, and infrastructure. However, concerns like timely completion, inclusivity in engagement, and syllabus comprehensiveness point to areas where further improvements could enhance the overall student experience.

## **II. Parents' Feedback on Syllabus for the academic year 2023-24**

Parents' feedback on the syllabus is crucial as it provides valuable insights into the needs and experiences of students. Parents often have a broader perspective on their wards' academic development and well-being, which can help identify whether the syllabus aligns with their child's learning style and strengths. Their input ensures that the syllabus meets educational goals, such as preparing students for future opportunities and personal growth. Additionally, when parents are informed about the syllabus, they can offer better support at home, reinforcing learning concepts and assisting with assignments. Parents can also identify any gaps or areas where students may need more time or attention, helping to address issues that may otherwise go unnoticed. By fostering collaboration between home and College, parents' feedback creates a more inclusive and supportive learning environment, ensuring that the educational experience is both meaningful and effective for students.

In the survey, parents were asked to respond to ten questions/statements in order to analyse their feedback. The questions were,

1. In which department your ward is studying?
2. I am proud that my ward is studying in this institution.
3. The curriculum of the course is well designed and promotes learning experience.
4. The curriculum of the course provides enough opportunities to participate in co-curricular activities such as arts and sports.
5. The program helps in all round development of the ward
6. Learning resources such as Lab, Library, and other infrastructure are adequate.
7. Academic discipline such as timely lectures, evaluation etc are good?
8. As a parent would you recommend same syllabus to other students?
9. Give overall rating for the syllabus
10. Give your valuable suggestions

### **Responses**

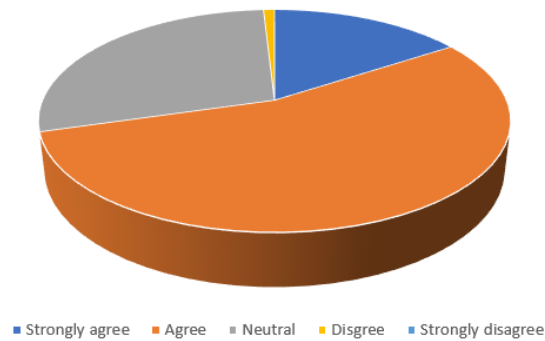
During the academic year 2023-2024, a total of 843 parents across from six teaching departments of our college have participated in the feedback survey.

#### **2.1 Curriculum design and learning experience**

From a parent's perspective, the curriculum design and learning experience are crucial because they directly impact their child's academic success, personal growth, and future opportunities. A well-structured curriculum ensures that students are gaining the necessary knowledge and skills to excel in their chosen field, preparing them for higher education, careers, and life beyond college. Parents want to know that the learning experience is

engaging, challenging, and comprehensive, offering opportunities for critical thinking, problem-solving, and skill development.

Curriculum design and learning experience



**Fig.2.1**

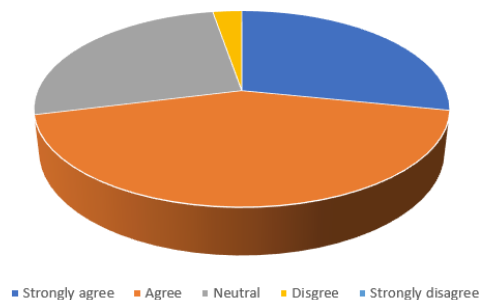
### **Curriculum design and learning experience**

The data suggests that the majority of respondents view curriculum design and the learning experience positively. A significant portion, 54.7%, agree that the curriculum and learning experience are well-designed, while 15.8% strongly agree, indicating strong support for its effectiveness. A smaller group, 28.6%, remains neutral, suggesting they are unsure or indifferent about the curriculum's design and learning experience. Only a small percentage, 0.9%, disagree, and none strongly disagree, highlighting that overall, the feedback is largely favorable, with minimal dissatisfaction.

### **2.2 Opportunities for engaging co-curricular activities**

Opportunities for engaging co-curricular activities are important for college students because they play a key role in their overall development, both academically and personally. These activities provide students with a platform to explore interests beyond the classroom, helping them develop essential life skills such as leadership, teamwork, time management, and communication. Participating in co-curricular activities can also enhance students' problem-solving abilities and creativity, fostering a well-rounded skill set that is highly valued by employers.

Opportunities for engaging co-curricular activities



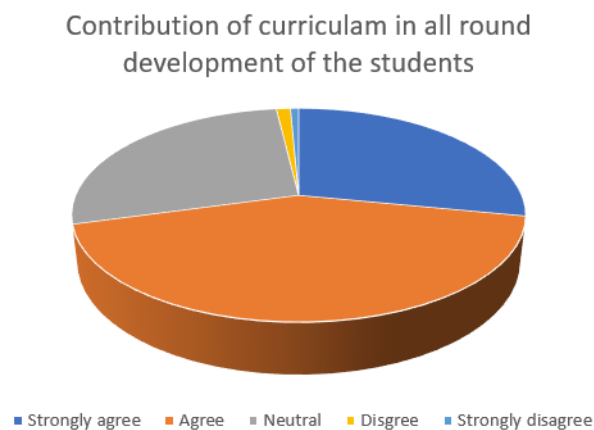
**Fig 2.2**

### Opportunities in engaging co-curricular activities

The data indicates that a majority of respondents perceive there to be good opportunities for engaging in co-curricular activities. Of the respondents, 42.9% agree, and 28.2% strongly agree, reflecting a positive outlook on the availability of such opportunities. However, 26.2% remain neutral, suggesting they either feel uncertain or have no strong opinion on the matter. Only 2.7% disagree, and no respondents strongly disagree, indicating that very few feel that the opportunities for co-curricular activities are lacking. Overall, the feedback suggests that most students believe there are valuable co-curricular opportunities, with only a small minority expressing dissatisfaction or uncertainty.

### 2.3 Contribution of curriculum in all round development of the students

The contribution of the curriculum to the all-round development of students is crucial as it shapes not only their academic knowledge but also their personal, social, and emotional growth. A well-designed curriculum ensures that students acquire a strong foundation in core subjects while also fostering critical thinking, creativity, and problem-solving skills. It encourages the development of soft skills like communication, teamwork, and leadership, which are essential for success in both professional and personal life. Furthermore, the curriculum provides opportunities for students to engage in co-curricular activities, promoting physical, cultural, and emotional development.



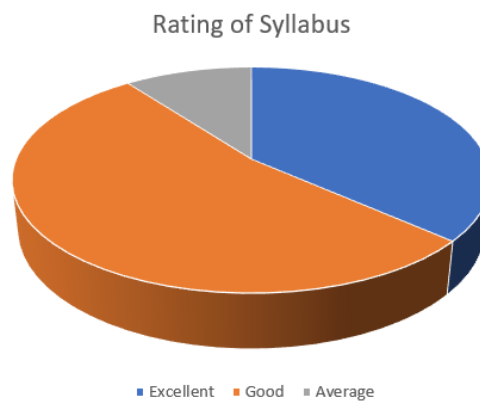
**Fig 2.3**

### Contribution of curriculum in all round development of the students

The data shows that the majority of respondents believe the curriculum significantly contributes to the all-round development of students. A substantial 42.6% agree, and 28.1% strongly agree, indicating a strong positive perception of the curriculum's role in fostering comprehensive student development. A smaller proportion, 27.4%, remain neutral, suggesting they are unsure or have no strong opinion on the matter. Only 1.2% disagree, and 0.7% strongly disagree, pointing to a very small minority who do not feel the curriculum effectively supports all-round development. Overall, the feedback reflects a general consensus that the curriculum plays a key role in the holistic growth of students.

## 2.4 Rating of the syllabus

Rating the syllabus by parents of college students is important because it provides valuable insights into how the curriculum aligns with the expectations and needs of both students and their families. Parents often have a broader perspective on their wards' education and can offer constructive feedback on whether the syllabus is well-balanced, comprehensive, and relevant to the student's future career or academic aspirations. Their input helps identify any gaps or areas for improvement, ensuring that the syllabus supports not just academic learning but also the holistic development of students.



**Fig. 2.4**

### Rating of the syllabus

The data shows that the majority of respondents rate the syllabus positively. A significant 53.2% consider the syllabus to be "Good," while 36.5% rate it as "Excellent," reflecting overall satisfaction with its structure and content. Only 10.3% rate it as "Average," suggesting that a small portion of respondents feel it could be improved. No respondents rated the syllabus as "Poor," indicating that there are no major concerns or dissatisfaction. Overall, the feedback highlights a generally favorable view of the syllabus, with only a few suggesting room for enhancement.

### Major Findings

2.1 The feedback on the curriculum's design and learning experience is largely positive, with minimal dissatisfaction.

2.2 Most parents feel there are valuable opportunities for co-curricular activities, though a small group is unsure or dissatisfied.

2.3 The majority of parents recognize the curriculum's positive impact on students' holistic development, with only a few expressing concerns.

2.4 The overall rating of the syllabus is favourable, with a small portion of parents suggesting room for improvement.

### Summary

Overall, parents express high satisfaction with the curriculum's design, its contribution to student development, and co-curricular opportunities.

A small group of parents remain neutral or slightly dissatisfied in some areas, particularly regarding the engagement in co-curricular activities and the curriculum's holistic impact.

The syllabus is generally rated positively, with a few parents suggesting areas for enhancement.

### **III. Teachers Feedback on Syllabus for the academic year 2023-24**

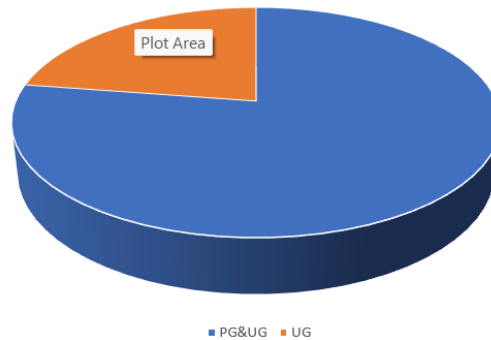
Teachers' feedback on the syllabus is crucial because they are the primary facilitators of the learning process and have firsthand experience with its practical application in the classroom. Their insights help assess whether the syllabus effectively supports teaching goals and whether it is manageable within the given time frame. Teachers can identify areas where the syllabus may be too challenging or too simplistic for students, helping to ensure it strikes the right balance for diverse learning needs. They are also in a unique position to suggest improvements based on their interactions with students, as they observe how well students engage with the content and whether the topics are relevant and aligned with current trends or industry demands. Moreover, teachers' feedback can reveal if the syllabus is flexible enough to accommodate different teaching methods and resources, which is essential for creating a dynamic and effective learning environment. Involving teachers in the syllabus evaluation process helps ensure that it is not only academically rigorous but also practical and conducive to optimal student learning outcomes.

#### **Variables selected**

1. Subject
2. Department
3. Teaching experience
4. The syllabus is suitable for the program and need based
5. The objectives of the syllabi are well defined and clear to teachers and students
6. The syllabus is updating in time to time
7. How effectively does the current syllabus align with the learning objectives of the course
8. In terms of workload and pacing, do you feel the syllabus provides an appropriate balance for students to grasp the content effectively without feeling overwhelmed?
9. In your opinion, how well does the syllabus prepare students for assessments and evaluations within the course?
10. Are there any suggestions or additions you would propose to enhance the syllabus and its relevance to current trends or advancements in the field?

## Responses

### 3.1 Teacher Profile



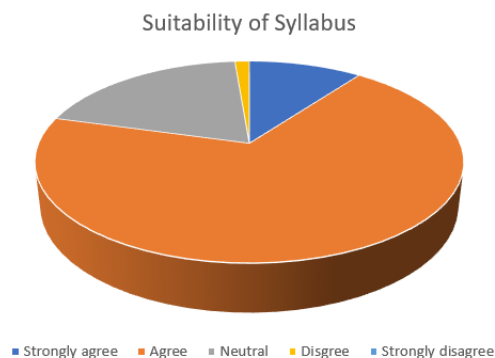
**Fig.3.1**

### Teacher Profile

Approximately 77.4% of the teachers in this institution have experience teaching both postgraduate (PG) and undergraduate (UG) courses, while 22.6% have experience teaching only undergraduate (UG) courses.

### 3.2 Suitability of the syllabus

The suitability of a syllabus is crucial because it ensures that the curriculum meets the educational needs, expectations, and goals of students, educators, and institutions. A well-designed syllabus serves as a roadmap, aligning learning objectives with the required knowledge and skills for academic and professional success. It fosters engagement by incorporating relevant, up-to-date content and addressing diverse learning styles and needs.



**Fig.3.2**

### Suitability of the syllabus

The data indicates that the syllabus is largely perceived as suitable, with a strong majority of 79.3% of respondents expressing positive views (10.2% strongly agree and 69.1% agree). A smaller proportion, 19.4%, remain neutral, suggesting some ambivalence or areas where the

syllabus could be further improved to meet expectations. Notably, dissatisfaction is minimal, with only 1.3% disagreeing and no respondents strongly disagreeing. Overall, the feedback reflects a generally favorable perception of the syllabus, highlighting its effectiveness while suggesting potential opportunities to engage the neutral respondents and maintain low levels of dissatisfaction.

### 3.3 The clarity of the syllabus

The present syllabus is following OBE. For educators, a well-defined syllabus ensures consistency in teaching and assessment, facilitating fair and objective evaluation. Furthermore, it establishes a mutual understanding between students and instructors, minimizing misunderstandings and fostering trust. Ultimately, a clear syllabus enhances the learning experience, promotes accountability, and supports the achievement of academic goals.

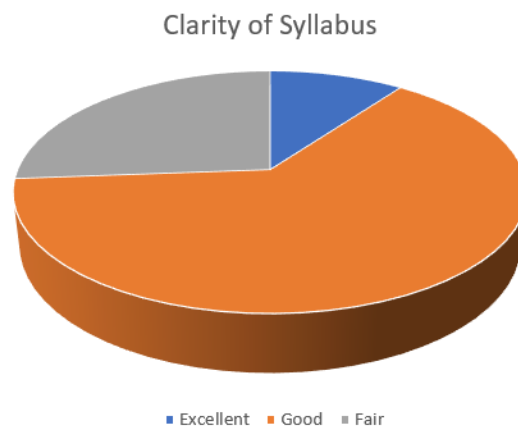


Fig.3.3

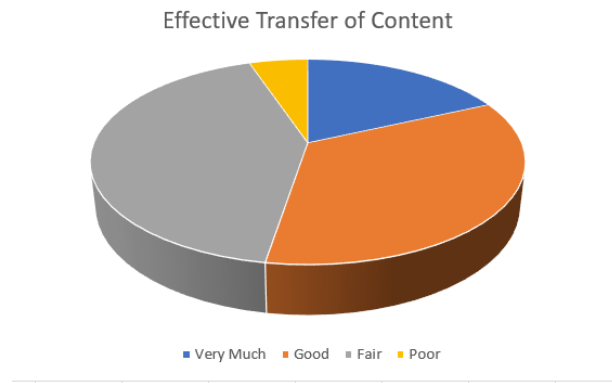
### The clarity of the syllabus

The data indicates that the clarity of the syllabus is generally well-received, with 63.7% of respondents rating it as good, suggesting that most find it clear and effective. Additionally, 10.1% rated it as excellent, reflecting a positive perception of its structure and communication. However, 26.2% of respondents considered it fair, implying that there is room for improvement in ensuring greater clarity or better organization. Importantly, no respondents rated the syllabus as poor, which is a positive outcome, indicating that overall, the syllabus is adequately understood by the majority of participants.

### 3.4 Effective transfer of content

Effective content transfer ensures that the syllabus is delivered in a manner that accommodates diverse learning styles and levels of understanding, fostering inclusivity and equity in the classroom. It helps teachers create meaningful connections between topics, encouraging critical thinking and real-world application.





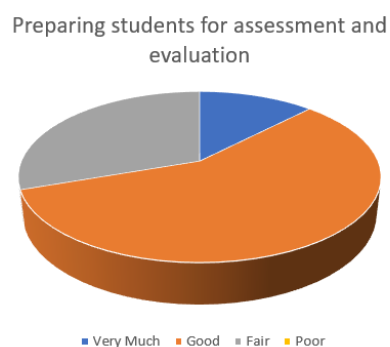
**Fig. 3.4**

### Effective transfer of content

The data on the effective transfer of content suggests that while most respondents feel the content is adequately conveyed, there is room for improvement. 34.4% rated it as good, indicating that a significant portion of respondents found the content transfer to be clear and effective. However, 42.2% rated it as fair, suggesting that the majority feel there are areas where the transfer of content could be enhanced for better understanding or engagement. A smaller group, 18.2%, felt the transfer was very effective, highlighting that a portion of students or participants experienced a strong and clear delivery of content. Lastly, 5.2% rated it as poor, indicating a small number of individuals faced challenges in grasping the content. Overall, while the majority find the content transfer satisfactory, the data reveals potential for improvement in making the content clearer and more engaging for all learners.

### 3.5 Preparing students for assessment and evaluation

At the graduate level, teachers play a crucial role in preparing students for assessments by clarifying expectations, fostering critical thinking, and developing advanced skills like research and academic writing. Teachers create opportunities for practice, such as mock assessments or workshops, and mentor students to build confidence and independence.



**Fig. 3.5**

### Preparing students for assessment and evaluation

The data on preparing students for assessment and evaluation shows that a majority of respondents feel somewhat confident in this aspect, with 57.4% rating it as good. This suggests that most students are adequately prepared for assessments, but there may still be room for enhancement in certain areas. 12.3% rated the preparation as very much effective, indicating a smaller group of students feel exceptionally well-prepared. However, a significant 30.3% rated it as fair, suggesting that nearly a third of students feel they are not fully supported or well-prepared for assessments, pointing to potential areas for improvement in the preparation process. The absence of "poor" ratings is a positive sign, indicating that the majority of students believe they receive at least basic preparation for evaluation.

### **Major Findings from Teachers' Feedback on Syllabus (2023-24)**

3.1 The majority of teachers have experience with both PG and UG levels, suggesting a well-rounded teaching staff.

3.2 The syllabus is generally well-regarded, though there is an opportunity to engage those who are neutral or ambivalent.

3.3 While most teachers find the syllabus clear, there is room for improvement in its organization and clarity, particularly for those who rated it as fair.

3.4 The majority of teachers feel the content transfer is adequate, but there is significant room for improvement in ensuring more effective and engaging content delivery for all students.

3.5 While most teachers believe students are adequately prepared, there is a notable portion who feel more could be done to support students in preparing for assessments

### **Summary of Findings**

**Teacher Experience:** The majority of teachers have experience at both PG and UG levels, which is beneficial for teaching across different academic stages.

**Suitability and Clarity of the Syllabus:** The syllabus is largely seen as suitable and clear, though some areas could be improved for better clarity and engagement.

**Content Transfer and Preparation for Assessment:** There is a need for improvement in content transfer and preparing students for assessments to ensure more effective teaching and learning.

## **IV. Alumni Feedback on Syllabus for the academic year 2023-24**

Alumni feedback on the syllabus is important for a college because it offers valuable insights from individuals who have already navigated the academic program and entered the workforce or pursued further studies. Alumni can provide a unique perspective on how well the syllabus prepared them for real-world challenges, career expectations, and advanced academic work. Their feedback helps colleges assess whether the curriculum is up-to-date with industry standards and whether it equips students with the practical skills and knowledge needed in their professional lives. Additionally, alumni can highlight areas where the syllabus might need improvement or adaptation to better meet the evolving needs of future students.

By involving alumni in the feedback process, colleges can ensure that their programs remain relevant, responsive to external demands, and focused on producing graduates who are well-prepared for success after graduation.

We gathered feedback from alumni across all departments, receiving a total of 1,298 responses.

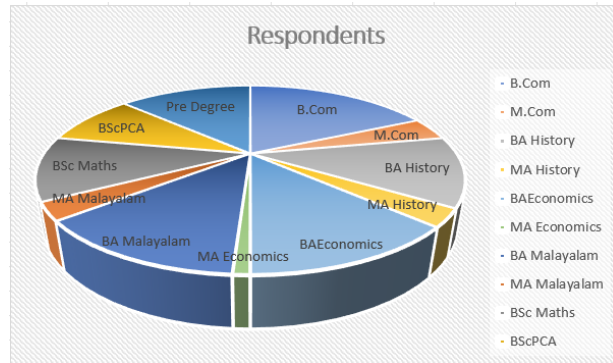
Variables selected

1. Which program you studied in this college
2. The syllabus you studied are suitable and needed
3. The syllabus are need based as per job requirement
4. The syllabus of the program fulfilled your expectations
5. The syllabus provides a thorough basic knowledge in the subject and which helps to pursue post-graduation/research in the particular subject
6. The academic initiatives taken by the department such as seminars, workshops, projects etc in connection with the syllabus helped a lot
7. The program/syllabus has increased my knowledge and understanding in the particular subject area
8. The syllabus imparted value-based education
9. The syllabus helped in improving different skills and critical thinking
10. Note your valuable suggestions

## **Responses**

### **4.1 Respondents**

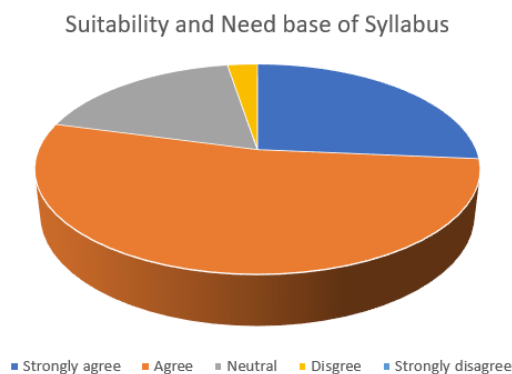
The data consists of a diverse mix of members from alumina's of different departments. Commerce department dominate, with 22% of respondents holding B.Com or M.Com degrees, followed by 16% in Malayalam (BA and MA Malayalam) and 15% in History (BA and MA History). Economics departments account for 14% (BA and MA Economics), while 11% hold a BSc in Mathematics, and 9% have a BSc PCA. Additionally, 13% of respondents from Pre-Degree batch. This distribution highlights a strong representation in Commerce, History, and Malayalam studies, with fewer respondents from other departments



**Fig.4.1**

#### 4.2 Suitability and need base of syllabus

The data reflects the alumni members' perspectives on the suitability and need-based relevance of the college syllabus. A significant majority of respondents have a positive outlook, with 26.4% strongly agreeing and 52.8% agreeing, together accounting for 79.2% of the total responses. This indicates broad satisfaction with the syllabus's alignment with practical needs and relevance. Additionally, 18.2% remain neutral, suggesting they neither find it particularly suitable nor unsuitable, potentially indicating room for improvement in specific areas. A very small fraction, 2.6%, disagree, and no respondents strongly disagree, highlighting minimal dissatisfaction. Overall, the data suggests that most alumni members believe the syllabus effectively meets its objectives and relevance to their needs.



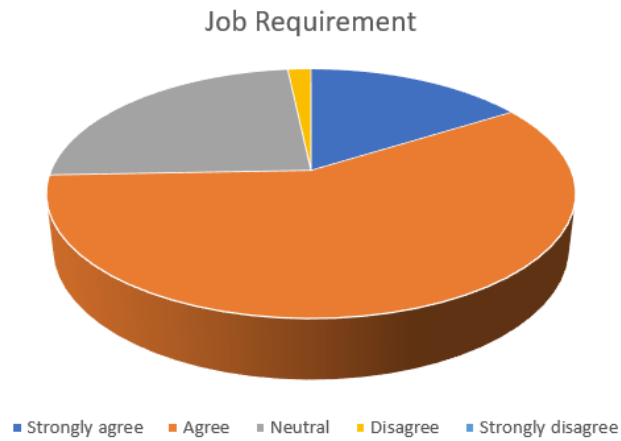
**Fig.4.2**

#### Suitability and need base of syllabus

#### 4.3 Job requirement

The data reveals alumni responses regarding how well the syllabus met job requirements. A strong majority, 74.4% (16.1% strongly agree and 58.3% agree), believe the syllabus adequately prepared them for their professional roles, indicating that the curriculum aligns well with job market demands. However, 23.9% remain neutral, suggesting that a notable portion of alumni did not find the syllabus either particularly helpful or unhelpful for job

preparation, pointing to potential gaps in practical applicability or specific skill development. Only 1.7% disagree, and none strongly disagree, indicating minimal dissatisfaction. Overall, the data demonstrates that while most alumni found the syllabus suitable for job requirements, there is scope to enhance its relevance for a broader range of careers.

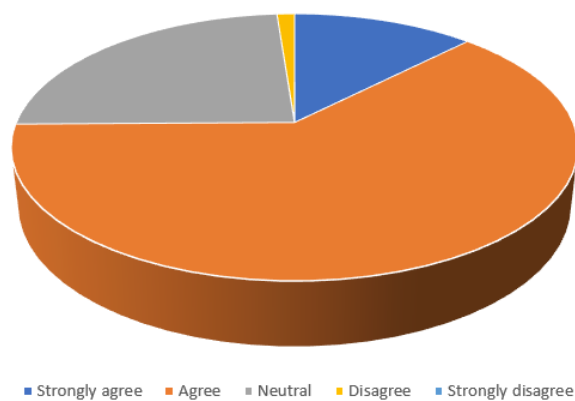


**Fig.4.3**

### Job requirement

#### 4.4 Syllabus and higher studies

The data reflects alumni opinions on whether the syllabus supported their pursuit of higher studies. A majority, 74.8% (12.4% strongly agree and 62.4% agree), indicate that the syllabus effectively prepared them for further academic endeavors, suggesting it provides a solid foundation for advanced studies. However, 24% remain neutral, implying that a significant portion found the syllabus neither particularly helpful nor unhelpful in this regard, possibly indicating variability in its alignment with the requirements of higher education. Only 1.2% disagree, and none strongly disagree, showing minimal dissatisfaction. Overall, the data suggests that while most alumni view the syllabus as beneficial for higher studies, there is room for improvement to better cater to diverse academic aspirations.



**Fig.4.4**

### Higher studies

#### 4.5 Academic initiatives of the Departments

The data highlights alumni responses regarding the effectiveness of the department's academic initiatives in achieving the objectives of the syllabus. A strong majority, 80.5% (22.7% strongly agree and 57.8% agree), believe that the academic initiatives are effective and align well with the syllabus objectives, demonstrating a high level of satisfaction with the department's efforts. Meanwhile, 18.1% remain neutral, suggesting that a segment of alumni may find the initiatives adequate but not particularly impactful. Only 1.4% disagree, and none strongly disagree, indicating minimal dissatisfaction. Overall, the data suggests that the department's academic initiatives are well-received and play a significant role in supporting the syllabus objectives, though there may be scope to make them more universally impactful.

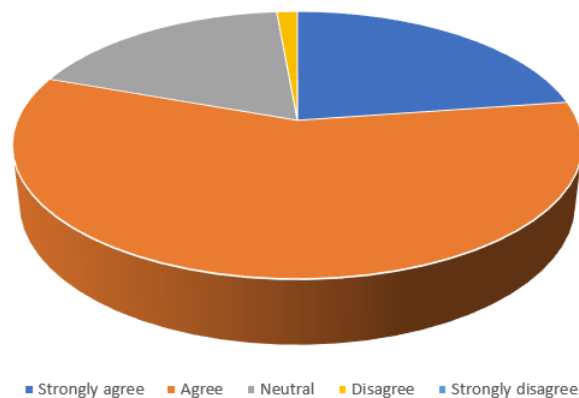


Fig.4.5

#### Academic initiatives of the Department

#### 4.6 Curriculum and Value Education

The data reflects alumni responses regarding whether the curriculum promotes value education. A significant majority, 83.4% (34.2% strongly agree and 49.2% agree), believe that the curriculum effectively incorporates value education, highlighting its emphasis on ethical and moral development alongside academic learning. 15% remain neutral, indicating that some alumni may not have perceived a strong emphasis on value education or its relevance to their experience. Only 1.6% disagree, and none strongly disagree, demonstrating minimal dissatisfaction. Overall, the data suggests that the curriculum is largely successful in promoting value education, though there is some room for enhancing its impact and visibility for all students.

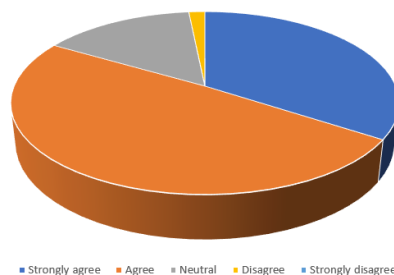


Fig 4.6

## Curriculum and Value Education

### 4.7 Curriculum and Skill Enhancement

The data shows alumni responses on whether the curriculum supports skill enhancement. A strong majority, 80.4% (24.2% strongly agree and 56.2% agree), believe that the curriculum effectively fosters skill development, indicating its alignment with practical and professional requirements. However, 17.2% remain neutral, suggesting that some alumni may not have experienced significant skill enhancement or found the curriculum's impact less pronounced in this area. Only 2.4% disagree, and none strongly disagree, indicating minimal dissatisfaction. Overall, the data suggests that the curriculum is largely successful in enhancing skills, but there is room to refine it to address diverse skill development needs more comprehensively.

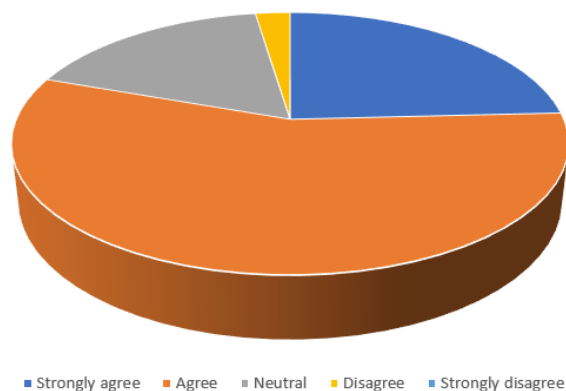


Fig.4.7

### Curriculum and Skill Enhancement

#### Summary of Major Findings

**Overall Positive Feedback:** A majority of alumni express satisfaction with the syllabus, curriculum design, and the preparation it offers for both job market and higher studies.

**Strong Support for Value Education and Skill Enhancement:** Alumni generally feel the curriculum is successful in promoting value education and skill development, though some room for improvement exists.

**Neutral Responses:** While a significant portion is satisfied, there is a notable group of alumni who remain neutral on several aspects, pointing to areas where the curriculum can be made more relevant or impactful.

**Academic Initiatives:** The academic initiatives of the departments are generally well-received, but there is still room to make them more universally impactful.