



# **Feedback on the Syllabus and its Transaction at the institution from stakeholders – 2022-23**



**GOVERNMENT COLLEGE  
NEDUMANGAD**

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

## **I. Students' Feedback on Syllabus for the academic year 2022-23**

Student feedback on the syllabus is essential for ensuring that the course meets the needs of its diverse student population, promotes active engagement and learning, and fosters a supportive and inclusive learning environment. Soliciting feedback on the syllabus demonstrates to students that their opinions and perspectives are valued. This open communication fosters a sense of partnership between instructors and students, leading to a more positive and collaborative learning environment. Accepting this fact, we have an online feedback system to collect feedback from our under graduate and post graduate students.

1. What Degree Program you are perusing now?
2. Gender
3. 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 2022-2023, a total of 824 students across from 6 teaching departments of our college have participated in online feedback survey. Of the total respondents 79.8% constitutes female and 20.2% are male students. (fig.1.1)

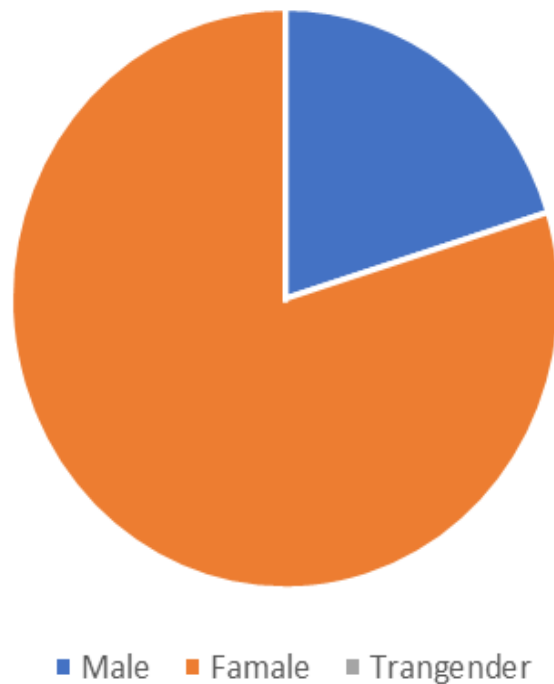
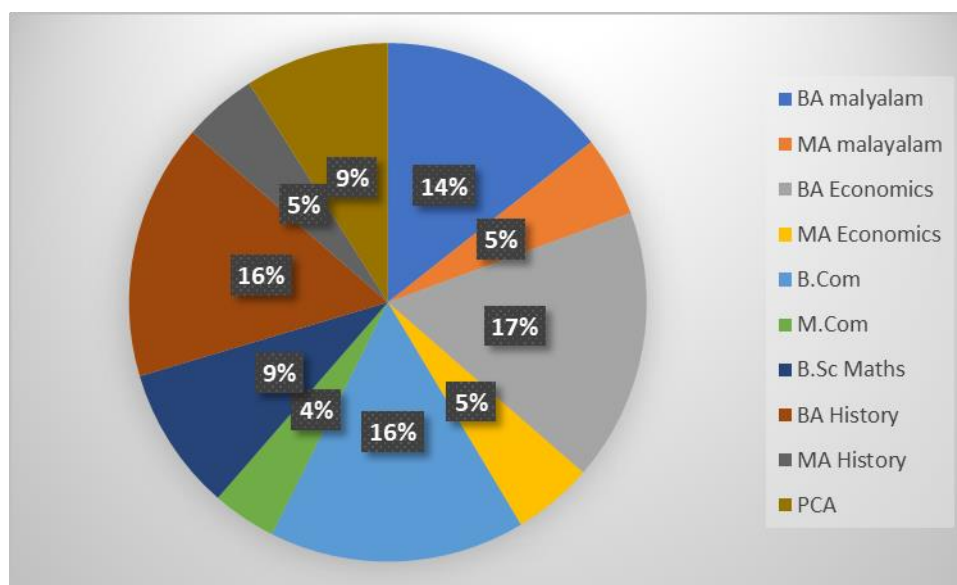


Fig. 1.1

Gender wise distribution of Students

## 1.2 Program wise distribution of Students

We are currently offering 10 programs under six departments. Fig.1.2 shows the percentage of students responded feedback system from various programs offered through each of the teaching departments.



**Fig.1.2**

Program wise distribution of Students

## 1.3. Students' Feedback on Syllabus

In the survey students were asked to give their feedback on adequacy of the syllabus followed, its comprehensiveness, time availability, availability of infrastructural facilities to meets its outcome, method of assessment, linkages to project and research and space for students' engagement and interaction. Their responses were summarized and analysed on the basis of following variables.

## 1.4 Suitability for the Course and Need based

Students' feedback can indicate whether the syllabus adequately covers topics that are relevant to the course's objectives and learning outcomes. Understanding students' perspectives on the alignment between the syllabus and

the course content helps instructors make adjustments to ensure that the material meets the needs of the curriculum.

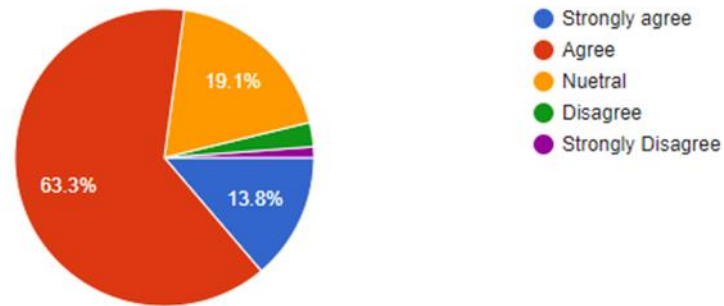


Fig. 1.4- Suitability for the Course and Need based

Majority of students agree that the syllabus is suitable for the course and need based. Only a small portion have different opinion.

### 1.5 Amenable for Timely Completion

The syllabus should be designed in a way that supports the achievement of course learning objectives within the allocated time frame. Feedback from students can provide insights into whether the syllabus effectively aligns course activities and assessments with learning objectives, ensuring that students are able to achieve mastery of the material by the end of the semester.

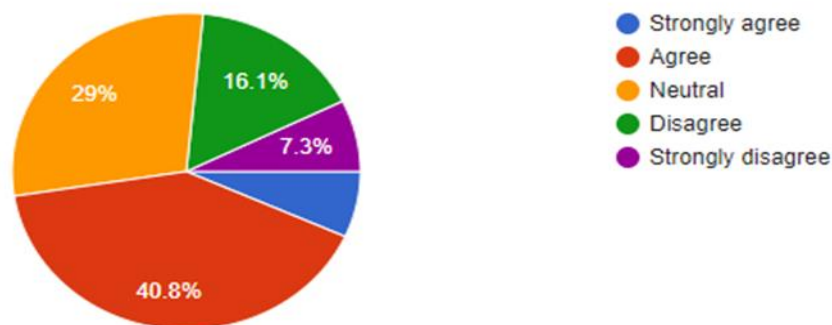


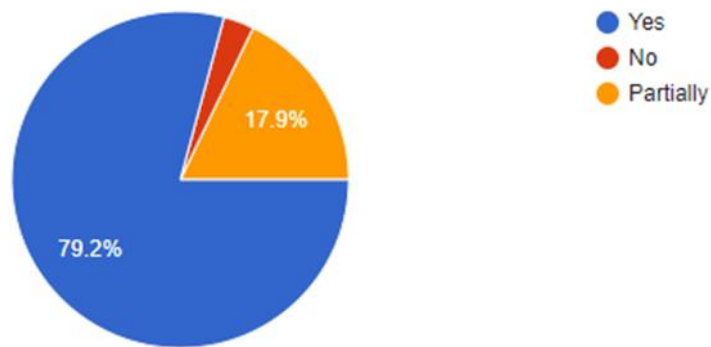
Fig.1.5

Amenable for Timely Completion

More than 40% of the students affirms that the syllabus could be amenable to complete within the stipulated time frame.

### 1.6 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 highlight any concerns or challenges students may face in accessing assessments, as well as the effectiveness of accommodations provided. Instructors can use this feedback to ensure that assessments are equitable and inclusive for all students.



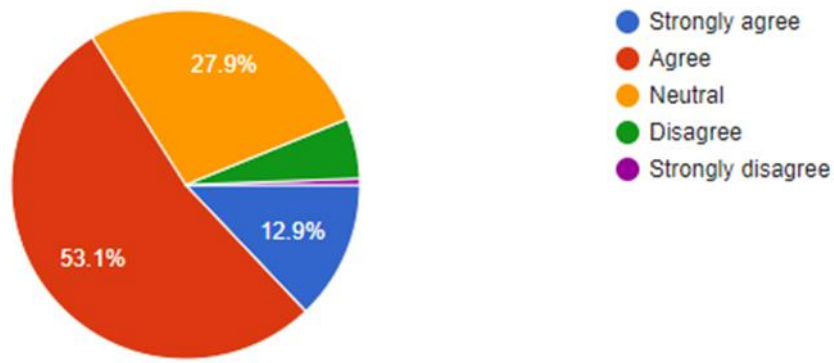
**Fig.1.6**

#### **Provision for Proper Assessment**

79% students agrees that the syllabus has ample provision for proper assessment. 18% agrees partially. Only a minor percentage has a negative opinion.

### 1.7 Availability of infrastructural facilities

Not all students may have equal access to necessary infrastructural facilities such as libraries, laboratories, or specialized software. Feedback on the syllabus can help us to understand whether all students have access to the required facilities and whether any students face challenges due to lack of access.



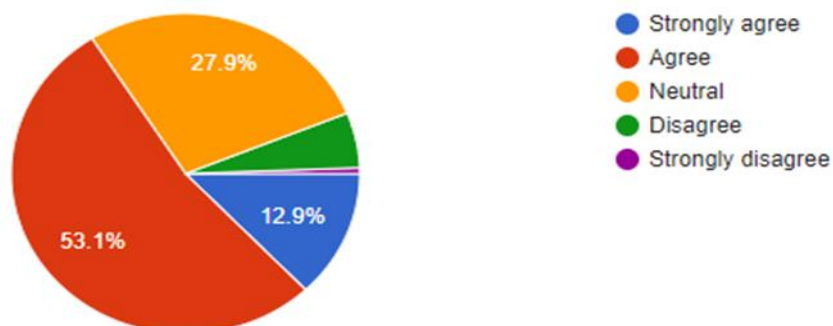
**Fig. 1.7**

### **Availability of infrastructural facilities**

70% of our students content with the infrastructural facilities available here for the fulfilment of objectives set down by the syllabus.

### **1.8 Scope for projects and research**

Projects and research assignments that are relevant, challenging, and intellectually stimulating can enhance student engagement and motivation. Feedback on the syllabus can reveal whether students find the proposed projects/research topics interesting and whether they feel motivated to invest time and effort into these assignments.



**Fig.1.8**

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

Majority of our students were positively responded that there is sufficient scope for projects and research in our syllabus.

### 1.9 Provision for student engagement and interaction

Student feedback can provide insights into whether the syllabus incorporates active learning opportunities such as group discussions, collaborative projects, and hands-on activities. These activities promote student engagement by encouraging them to actively participate in their learning process rather than passively receiving information.

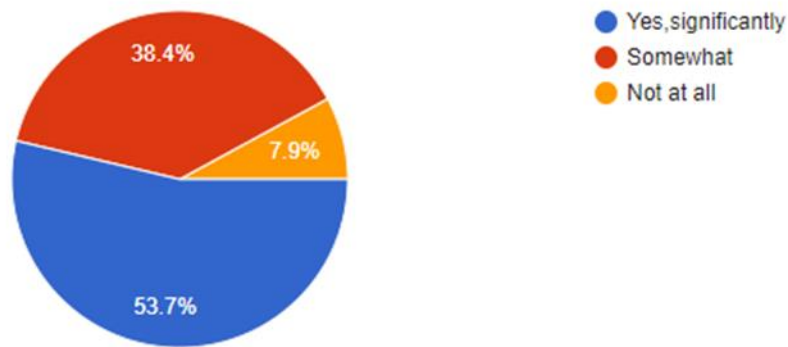


Fig. 1.9

#### Provision for student engagement and interaction

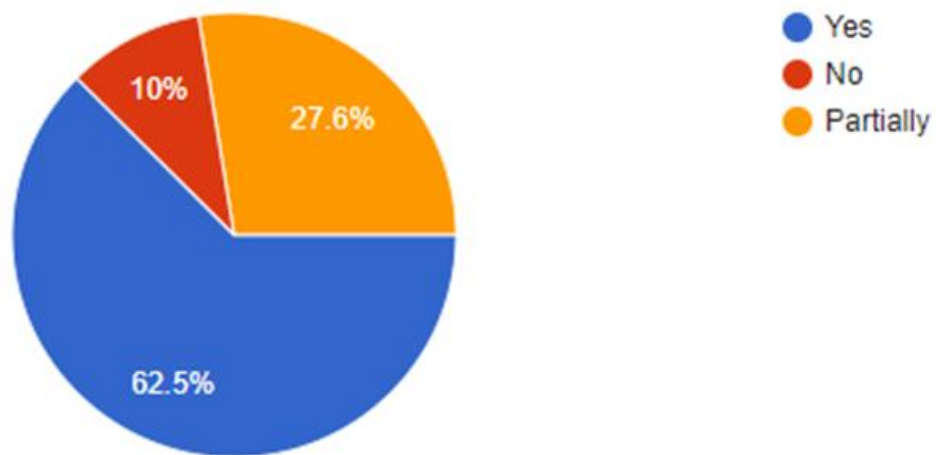
About 54% of the students see that in the syllabus sufficient provision for their engagement and interaction. 38.4% have neutral with this variable.

### 1.10 Comprehensiveness

The syllabus should strike a balance between depth and breadth, ensuring that sufficient time is devoted to exploring key concepts in depth while also covering a broad range of topics. Student feedback can provide insights into whether the syllabus effectively covers all necessary content areas and topics relevant to the course. This feedback can help instructors identify any gaps or



omissions in the syllabus and make adjustments to ensure comprehensive coverage of the subject matter.



**Fig.1.10**

**Comprehensiveness**

62.5 % of our students believes that the syllabus is comprehensive in every respects. 27.6% have a moderate opinion and another 10% have doubt over it.

## **II. Parents' Feedback on Syllabus for the academic year 2022-23**

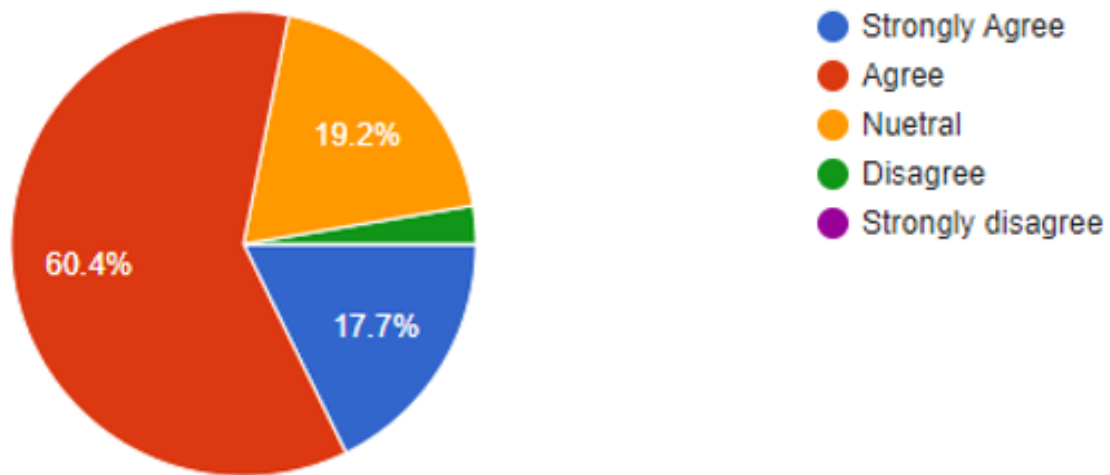
1. In which department your ward is studying
2. I am proud that my ward is studying in this institution
3. The curriculum of the course is well designed and promotes learning experience
4. The curriculum of the course provides enough opportunities to participate in co-curricular activities such as arts 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 2022-2023, a total of 786 parents across from 6 teaching departments of our college have participated in online feedback survey.

### 2.1 Curriculum design and learning experience

About 60.4% of the respondents agree that the present curriculum is well designed and able to give good learning experience to their wards. 17.7% of the respondents strongly agree with the the curriculum design.

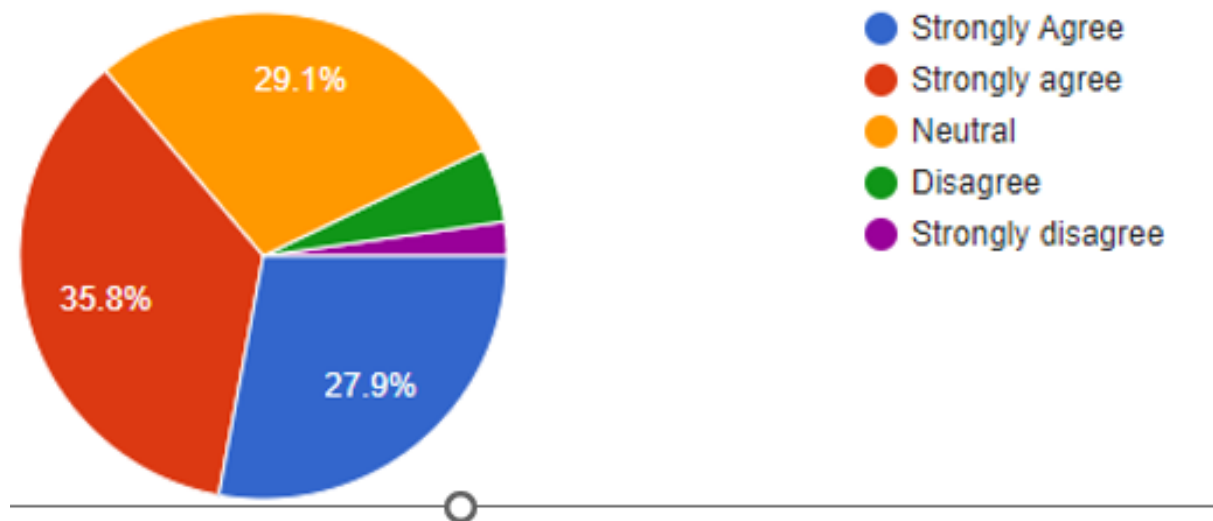


**Fig.2.1 Curriculum design and learning experience**

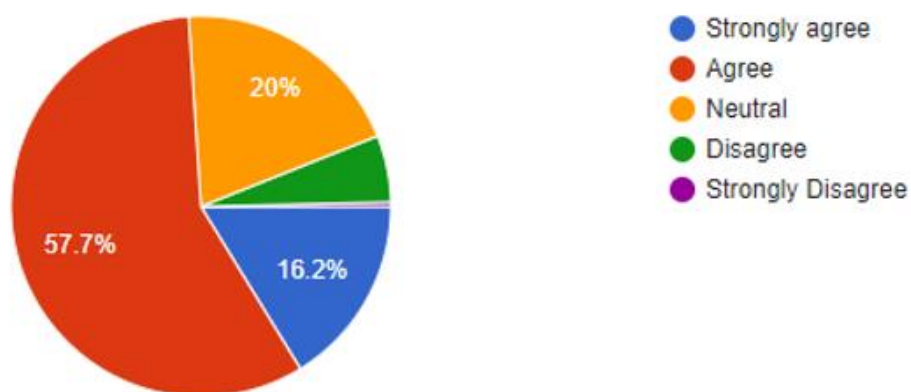
### 2.2 Opportunities in engaging co-curricular activities

About 60% of the respondents replied that the curriculum is helping the students to engage in co-curricular activities like sports and arts. It provides equal opportunities to curricular and co-curricular activities. Less than 1% of the respondents disagree with the statement. Activities of different clubs like nature club, science club, drama club, quiz and debate club etc, NSS, NCC help the students to engage in co-curricular activities. And also different programmes like

arts festival and sports day are celebrated to provide enough opportunities for the students to engage in extracurricular activities. About 57.7% of the parents believe that the curriculum helps to the all-round development of their ward.

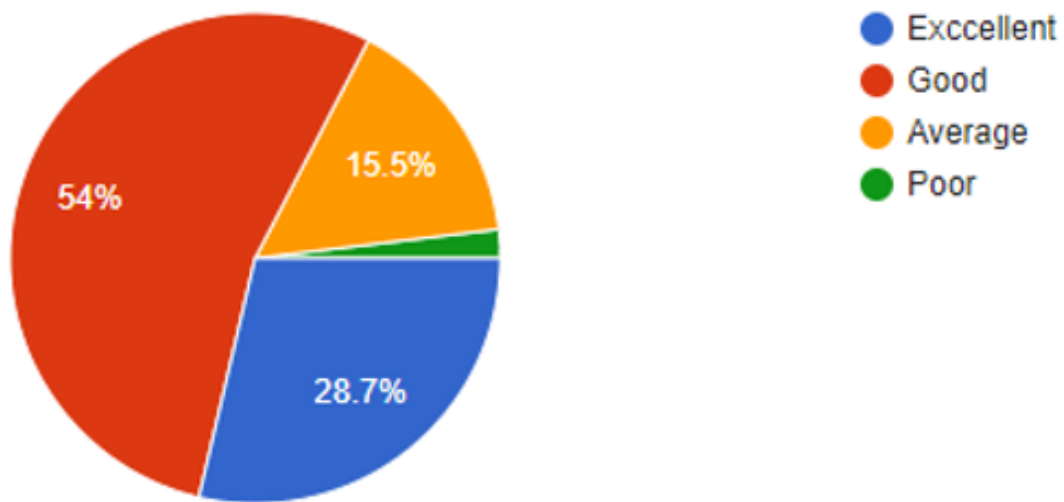


**Fig 2.2 Opportunities in engaging co-curricular activities**



**Fig 2.3 Contribution of curriculum in all round development of the students**

About 59.2% of the parents responded that that they will recommend the same syllabus to others. About 54% of the parents rated the syllabus as “**Good**”. About 28.7% of the parents rated the syllabus as” Excellent”. And 15.5% of the parents rated” Average”.



**Fig 2.4 Rating of the syllabus**

### **III. Teachers Feedback on Syllabus for the academic year 2022-23**

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

About 77.4% teachers working in this institution have both PG and UG teaching experience. And 22.6% of the teachers have only UG teaching experience

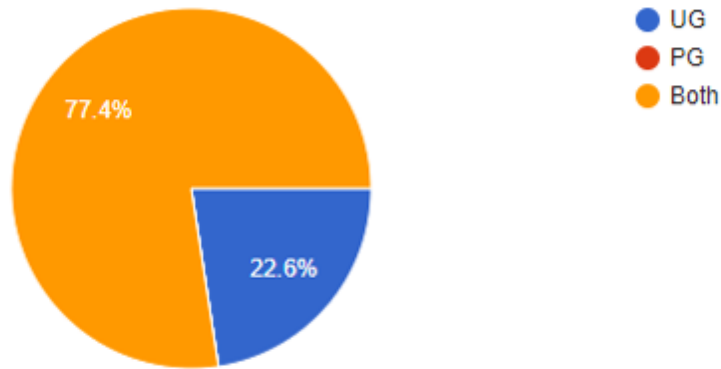


Fig.3.1 Teacher Profile

### 3.2 Suitability of the syllabus

About 67.7% of the teachers responded that the syllabus is suitable and need based. As the syllabus undergoes timely revision suitable changes are incorporated in the syllabus

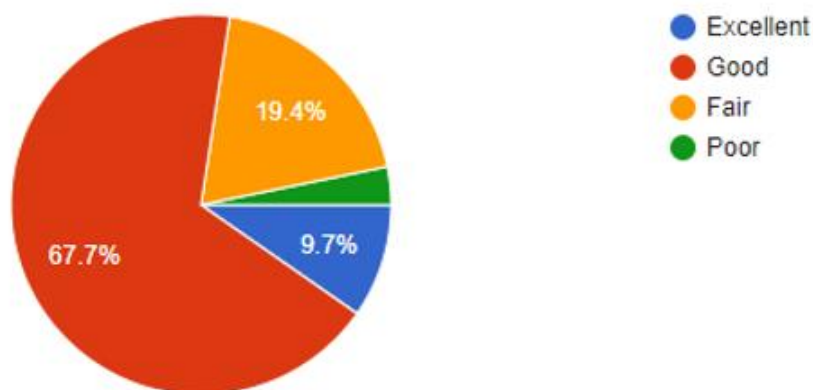


Fig.3.2 Suitability of the syllabus

### 3.3 The clarity of the syllabus

The present syllabus is following OBE. So the objectives of the curriculum is well defined and stated in the syllabus. So, 61.3% of the teachers responded that the objectives of the syllabus is clear. 19.4% of the teachers responded that the objectives are very clear to the teachers and students.

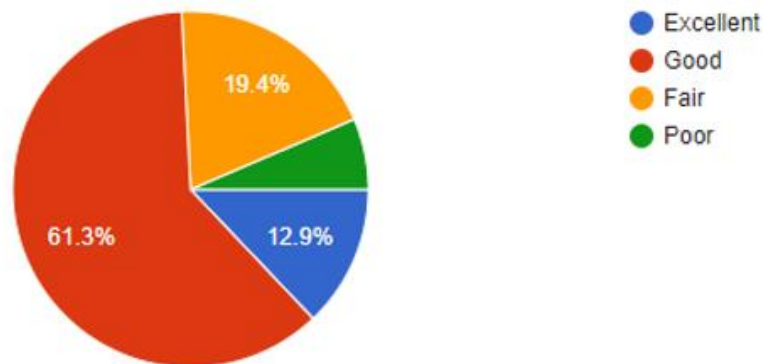


Fig.3.3 The clarity of the syllabus

### 3.4 Effective transfer of content

In case of the direct transfer of the syllabus only 35.5% of the teachers responded that they could transfer the content effectively without over whelmed. Only 16.6% responded that they could vey effectively transfer the content. Most of the teachers responded that the number of working days are not enough to transfer the content effectively

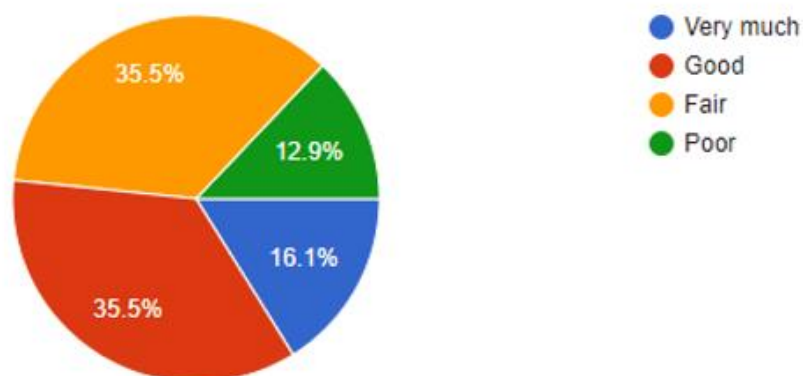
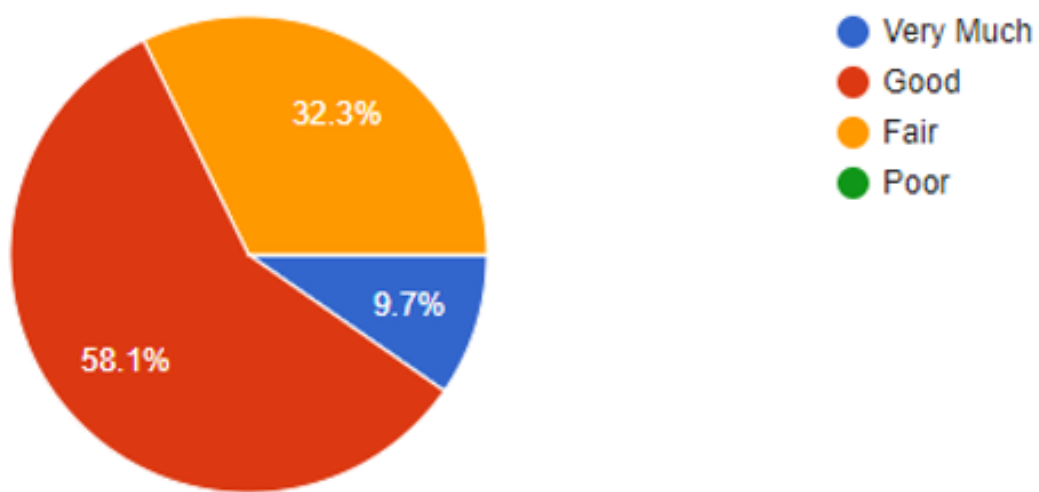


Fig. 3.4 Effective transfer of content



### 3.5 Preparing students for assessment and evaluation

About 58.1% of the teachers responded that the syllabus is able to prepare the students for assessment and evaluation. It is able to transact the concepts effectively.



**Fig. 3.5 Preparing students for assessment and evaluation**

## IV. Alumni Feedback on Syllabus for the academic year 2022-23

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

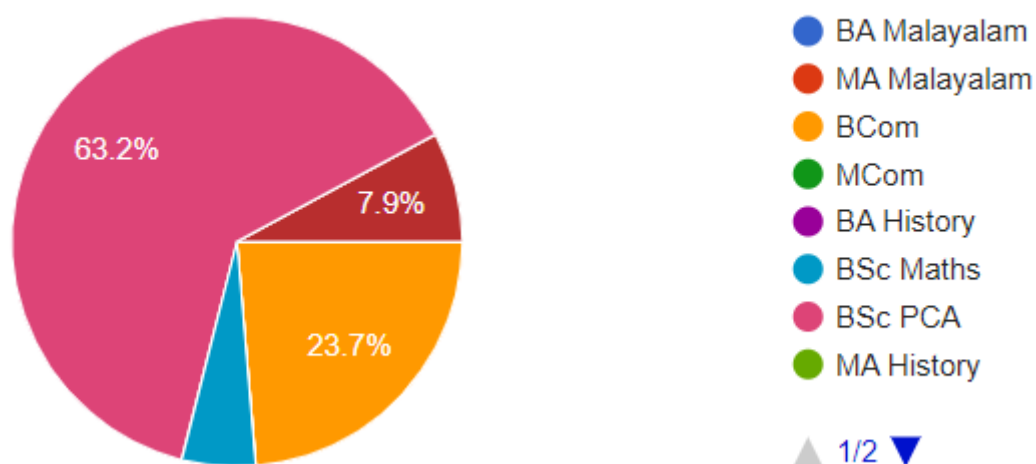


Fig.4.1 Respondents

Alumni feedback provides valuable insights into the quality of education, facilities, and overall experience provided by the institution. It helps in assessing the strengths and weaknesses of the programs offered, allowing for improvements where necessary. We collected feedback from alumna of all departments. We got 1235 responses.

### **Suitability and needbasee of the syllabus**

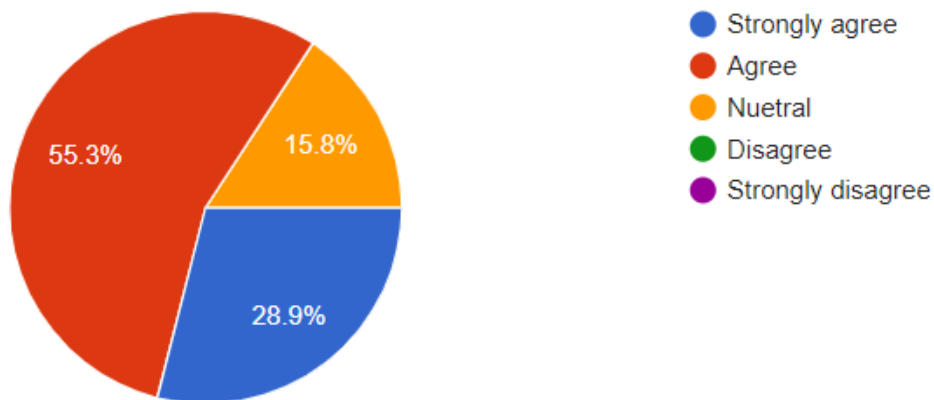


Fig.4.2 suitability and need

About 53% of the responded agreed that the syllabus they studied are very suitable and need based. From the responses, it is clear that the curriculum were beneficial and the institution prepared them for the career needs.

### **Job requirement**

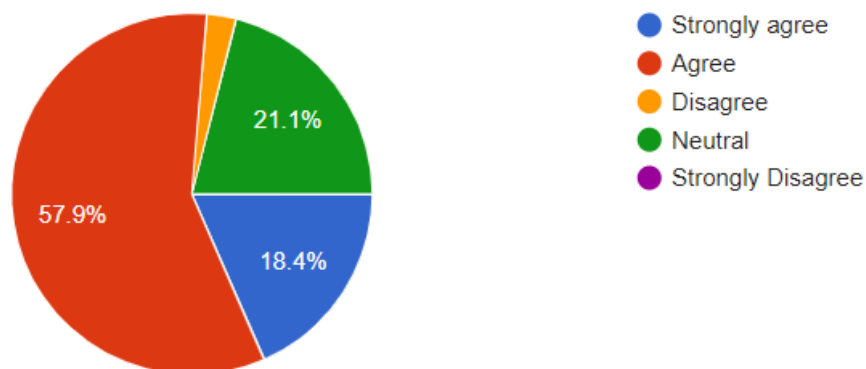


Fig.4.3 Job requirement

Almost 58% of respondents expressed that the curriculum they studied significantly contributed to securing a suitable job. This indicates a generally positive sentiment towards the educational program offered by the institution. Notably, 21% of respondents did not provide a response to this question. It was observed that recent graduates comprised a significant portion of this group, suggesting that they may require additional time to assess the direct impact of their education on their career trajectory. Only a few percentage shoed some disagreement to this statement.

### **Syllabus and higher studies**

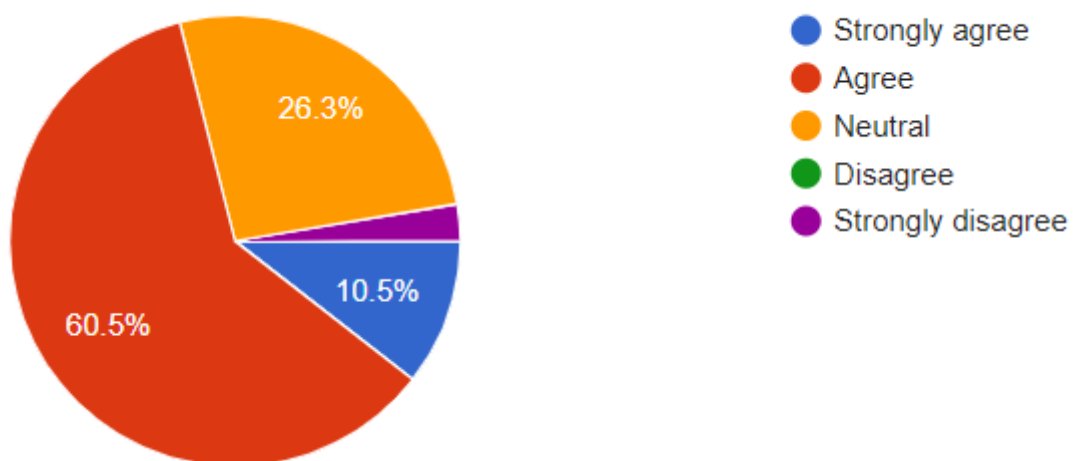


Fig.4.4 Higher studies

A significant majority of respondents, constituting 60.5%, affirmed that the curriculum offered by the institution effectively facilitated their pursuit of higher studies and research endeavors. This indicates a strong endorsement of the educational program's capacity to prepare students for advanced academic pursuits. Notably, 10% of respondents expressed strong agreement with the statement, suggesting a robust conviction regarding the instrumental role of the curriculum in shaping their academic trajectory beyond the undergraduate level. While the overwhelming majority endorsed the curriculum's efficacy in fostering higher studies and research, only a few respondents expressed dissenting opinions. This

dissent, albeit minimal, warrants further exploration to identify potential areas for curriculum refinement or additional support services.

### **Academic initiatives of the Departments**

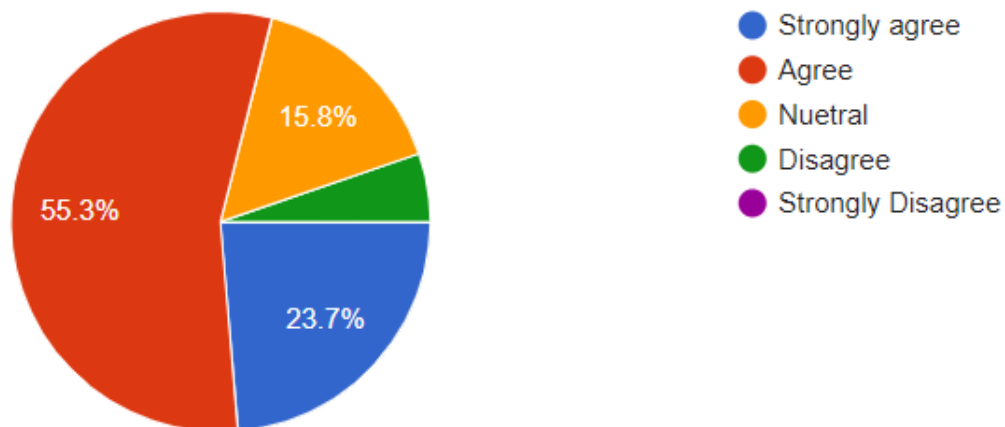


Fig.4.5 Academic initiatives of the Department

A substantial majority of respondents, comprising 55%, agreed that the academic initiatives such as seminars, workshops, and projects offered by their respective departments had a positive impact on their overall improvement. This indicates a widespread acknowledgment of the value and efficacy of these programs in enhancing the educational experience. Notably, 24% of respondents expressed strong agreement with the statement, indicating a robust conviction regarding the significant contribution of these academic initiatives to their personal and academic growth. This highlights the profound impact of such programs on student development. This strong vote of confidence reaffirms the importance of continuing and possibly expanding these programs to further enrich the student experience.

### Carriculum and Value Education

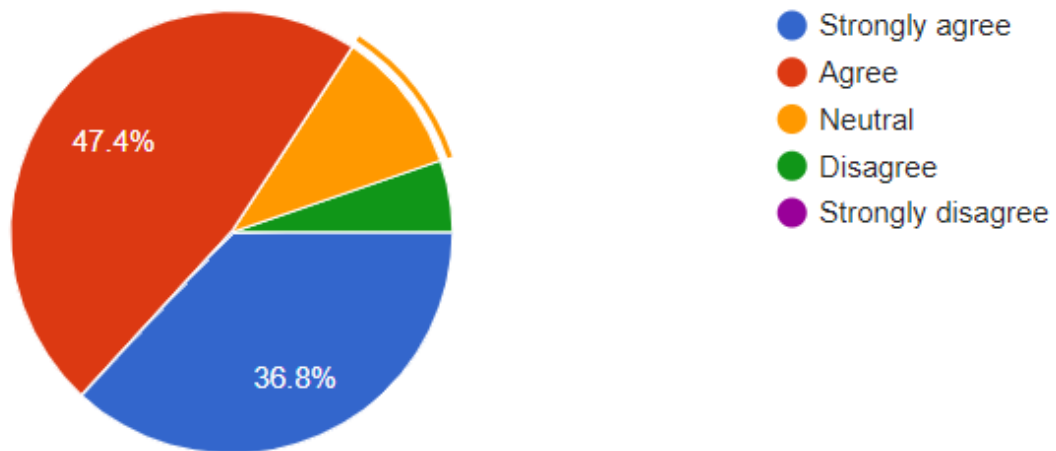


Fig.4.6 Value Education

This indicates that nearly half of the respondents agreed that the Curriculum helped them in value education. **37% Strongly Agree:** This suggests that a significant portion of respondents, though slightly less than those who simply agree, hold a strong conviction that the education they got helped them to become better human.

### Carriculam and Skill Enhancement

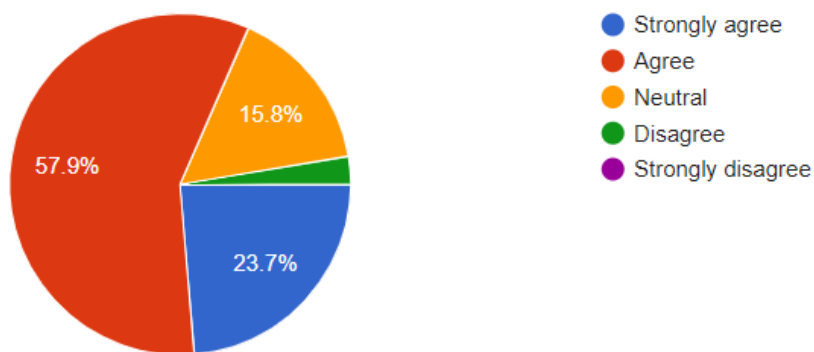


Fig.4.7 Skill Enhancement

**23.7% Strongly Opined:** Nearly a quarter of the respondents expressed a strong opinion that the curriculum they followed played a substantial role in helping them achieve different skills. This suggests a notable conviction among this subset of respondents regarding the efficacy of the curriculum in skill development.

**57.8% Replied:** A majority of respondents, comprising 57.8%, replied that they acquired different skills through their education. While this percentage is higher than those who strongly opined, it still reflects a significant portion of respondents who acknowledge the role of the curriculum in skill acquisition. Combining these percentages, a total of 81.5% of respondents either strongly opined or simply replied that they gained different skills through the curriculum they followed. This indicates a strong consensus among the respondents regarding the effectiveness of the educational program in equipping them with valuable skills.

The data presented highlights the significant impact of the curriculum on various aspects of student development, including job placement, pursuit of higher studies, acquisition of skills, and value education. A substantial majority of respondents expressed positive sentiments regarding the effectiveness of the curriculum in facilitating their academic and personal growth. Moving forward, it is essential for educational institutions to continue prioritizing curriculum development efforts that are responsive to the evolving needs of students and society. By leveraging the feedback and insights provided by alumni, the institution tried to refine and enhance their curricular offerings to better prepare students for the challenges and opportunities they will encounter in their personal and professional lives. Feedback from various stakeholders is gathered, assessed, and deliberated upon across multiple platforms such as the academic council, CLMC, and university bodies with the aim of improving the curriculum