St.Paul's College Kalamassery

Re-accredited with 'A' Grade (Fourth Cycle) by NAAC

(Affiliated to Mahatma Gandhi University, Kottayam)
Kalamassery, HMT P O, Ernakulam-683503 Kerala India

Curriculum Feedback Analysis and Action Taken Report 2021-22

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Introduction

Curricular feedback is regularly collected from different stakeholders of the institution to ensure consistent improvement in the teaching-learning process. These feedbacks are collected using various quantitative and qualitative methods. Qualitative methods used by staff and management involve focus group discussions and different meetings organised by respective departments and clubs. The institution adopts both online and offline methods for collecting feedback. Online methods are used through google meets and through distributing structured questionnaires through various social media platforms. Offline methods are used during various meetings organised by the departments/clubs/cells. The IQAC ensures the timely collection and analysis of the feedback collected. Results are communicated to various parties of interest for taking corrective actions if required.

The feedback committee is constituted by IQAC, and this committee initiates the process of feedback collection. The qualitative/quantitative data from parents, alumni, and companies were collected by respective departments as per the instructions given by the feedback committee constituted by IQAC. The feedback from students and teachers are directly collected by IQAC. Feedbacks collected were analysed using qualitative and quantitative methods and the results were presented as a report before the management and principal for further actions. Comparison of feedback results with the previous years has helped the institution in continuously improving the quality of teaching-learning process.
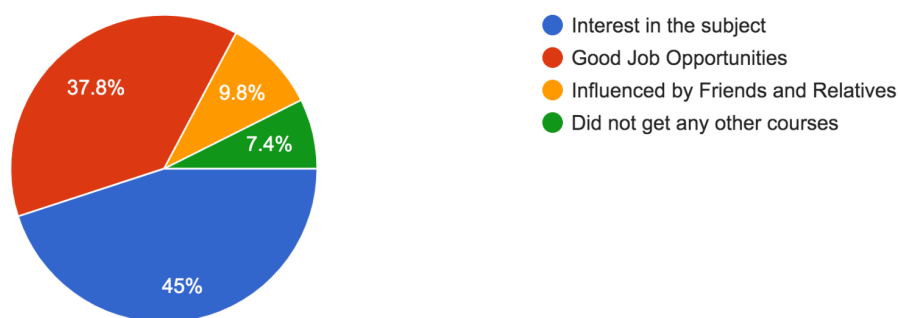
The feedback collection process is a continuous activity which is done throughout the year. However, at the end of the year the feedback is specifically collected from the outgoing

students as an evaluation of the entire programme in which they were pursuing their studies. These feedbacks are considered for planning for the implementation of the programmes in the coming academic year. For the academic year 2021-22, the major part of the feedback was collected through online platforms such as google forms. PTA and alumni meetings were organised in the online platforms for collecting direct feedback from these stakeholders. Structured questionnaires were also distributed to them for collecting quantitative data. The detailed analysis of results and action taken report is presented in the next six sections.

1. **Curriculum Feedback from Students (Consolidated UG and PG).**

The Primary Reason of Students for choosing the programme

Reason for choosing the present programme
529 responses

- Interest in the subject
- Good Job Opportunities
- Influenced by Friends and Relatives
- Did not get any other courses

37.8%
9.8%
7.4%
45%

Figure 1

Forty Five percent of the students (238 in numbers) were of the opinion that they chose the programme out of their interest in the subject. While 37.8 percent of students (200 in numbers) perceived good job opportunities as the important factor for their choice of the program. Students expect the Career and Placement Cell of the institution to conduct various placement drives for the final year students. Students were satisfied with the career-oriented workshops conducted by their respective departments collaborating with the career cell of the

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institution. Nevertheless, they requested for the timely conduct of their university examinations, which can help them to take up various internship opportunities during the summer and winter breaks. A meagre 9.8 percent of the students (50 in numbers) chose the programme due to influence by friends and relatives and only 7.4 percent of the students (39 in numbers) joined the programme since they didn't get any other courses.

Table 1: Curriculum Feedback-Students (in terms of Percentage)

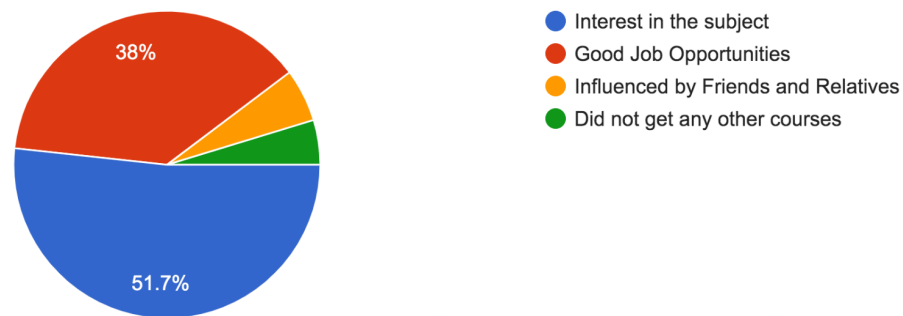| Parameters	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Syllabus of the program is up to date and relevant.	12.9	59.2	19.1	6.4	2.5
Internal assessment followed in the curriculum is appropriate.	12.7	66.2	14.7	4.3	2.1
The curriculum of the program is effectively implemented.	12.5	66.5	15.3	4.5	1.1
The syllabus was completed within the semester.	17.6	58	12.5	9.5	2.5
The curriculum of the program is apt for progression into Higher Education	16.8	63.9	15.1	2.8	1.3
The curriculum of the program is apt for Placement and Employability	13	56	21.7	6.6	2.6
The curriculum of the program is apt for entrepreneurial initiatives	12.3	54.8	26.3	4.9	1.7
Parameters	**Very Good**	**Good**	**No Opinion**	**Appropriate**	**Not Appropriate**
Opinion about the open courses in your program.	20.4	52.6	21	3.4	2.6
Opinion about the conduct of examinations.	11.7	54.7	16.6	6.4	10.6
Opinion about the promptness in the publication of results.	6.8	37.7	25.7	7.5	22.3
Opinion about the fairness in the evaluation of answer scripts.	8.9	46	30.6	10	4.5
Opinion about the grading pattern in the evaluation of exams.	9.8	46.8	26.6	9.1	7.7
Opinion about the semester system followed.	11.5	58.5	15.3	5.7	9.1

Source: Primary Data

Majority of the students agreed that the syllabus offered through various programmes are relevant and up to date (72.1%). However, 8.9 percent of the students expressed their dissatisfaction regarding the inadequacy of the existing syllabus. These respondents were primarily pursuing conventional programmes offered by the institution which did not offer enough job opportunities to the learners. Seventy Nine percent of the students agreed with the internal assessment followed in the curriculum.Seventy Nine percent of the students agreed that the curriculum of the program is effectively implemented. Eighty one percent of the students agreed that the curriculum of the program was apt for progression into higher education while 69 percent of the students were of the view that the current curriculum was apt for employability and placement. Seventy three percent of the students are of high opinion regarding the open courses in the programme while only a meagre 2.6 percent consider them inappropriate. Sixty Seven percent of the students are satisfied with the conduct of examinations while only 45 percent of the students are satisfied with the promptness in the publication of the examination result. Only 4.5 percent of the students are dubious about the fairness in the evaluation of the answer scripts and only 7.7 percent of students consider grading pattern in the evaluation of the examinations inappropriate. 70 percent of the students are of high opinion regarding the semester system followed.

2. Curriculum Feedback from Parents.

The primary reason of Parents for choosing the programme for their wards

Reason for choosing the present programme
234 responses

- Interest in the subject
- Good Job Opportunities
- Influenced by Friends and Relatives
- Did not get any other courses

38%

51.7%

Figure 2

The feedback from the parent community was collected regularly during parent teacher meetings and through sharing structured questionnaires in google forms using WhatsApp groups. Every year there are at least two PTA meetings which are organised for the students of UG programmes and one for students from various PG programmes.

Fifty Two percent of the parents (121 in numbers) were of the opinion that they chose the programme for their wards out of the interest in the subject. While 38 percent of parents (89 in numbers) perceived good job opportunities as the important factor for the choice of the program. A meagre 5.6 percent of the parents (13 in numbers) chose the programme for their wards due to the influence of friends and relatives and only 4.4 percent of the parents (11 in numbers) chose the programme since their wards didn't get any other courses.

Table 2: Curriculum Feedback-Parents (in terms of Percentage)

Parameter	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Syllabus of the program is up to date and relevant.	12.8	64.1	16.2	3.4	3.4
Internal assessment followed in the curriculum is appropriate.	13.2	70.5	11.1	1.7	3.4
The curriculum of the program is effectively implemented.	11.5	66.7	15.4	3	3.4
The syllabus was completed within the semester.	18.4	59.4	11.5	6.8	3.8
The curriculum of the program is apt for progression into Higher Education	19.7	61.8	12	3	3
The curriculum of the program is apt for Placement and Employability	12.9	60.5	16.3	6	4.3
The curriculum of the program is apt for Entrepreneurial Initiatives	10.3	59.2	23.6	4.3	2.6
Open courses offered in the programme are appropriate.	19.7	53.8	20.1	3.8	2.6
There is promptness in the conduct of examinations.	20.1	58.1	8.1	6.4	7.3
There is promptness in the publication of results.	9.8	51.7	14.5	8.1	15.8
There is fairness in the evaluation of answer scripts.	12.4	57.3	18.4	8.1	3.8
Opinion on grading pattern followed in the evaluation of exams.	12	59.8	13.2	6.8	8.1
Opinion on the semester system followed	22.2	56.4	9.8	6	5.6

Source: Primary Data

Majority of the parents agreed that the syllabus offered through various programmes are relevant and up to date (76.9%). However, 6.8 percent of the parents expressed their dissatisfaction regarding the inadequacy of the existing syllabus. Eighty four percent of the parents agreed with the internal assessment followed in the curriculum.Seventy Eight percent of the parents agreed that the curriculum of the program is effectively implemented. Eighty two percent of the parents agreed that the curriculum of the program was apt for progression into higher education while 73.4 percent of the parents were of the view that the current curriculum

was apt for employability and placement. Seventy percent of the parents are of the view that the curriculum of the program is apt for entrepreneurial initiatives. Seventy three percent of the parents are of high opinion regarding the open courses in the programme while only a meagre 2.6 percent consider them inappropriate. Seventy eight percent of the parents are satisfied with the conduct of examinations while only 61.5 percent of the parents are satisfied with the promptness in the publication of the examination result. Only 3.8 percent of the parents are dubious about the fairness in the evaluation of the answer scripts and only 8.1 percent of parents consider the grading pattern in the evaluation of the examinations inappropriate. 79 percent of the parents are of high opinion regarding the semester system followed.

3. **Curriculum Feedback from Alumni of the institution** (collected from the students passed out in last five years)

Table 3: Curriculum Feedback-Alumni (in terms of Percentage)

Parameters	Yes	No			
Membership in St. Paul's College, Kalamassery Alumni Association	65	35			
Parameters	Yes	No			
Contact with St. Paul's College Kalamassery Alumni Association	60	40			
Parameters	Yes	No			
Awareness about semester system	100	0			
Parameters	Highly Satisfied	Satisfied	Neutral	Adequate	Not Adequate
Syllabus followed by Mahatma Gandhi University	19.6	42.1	27.1	9.3	1.9
Conduct of examination	15.9	32.7	22.4	21.5	7.5
Publication of results	13.1	29	22.4	25.2	10.3
Parameters	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
Education at St. Paul's College, Kalamassery	55.1	38.3	6.5	0	0

Source: Primary data.

Opinion about Education at St Paul's College Kalamassery

107 responses

- Highly Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Highly Dissatisfied
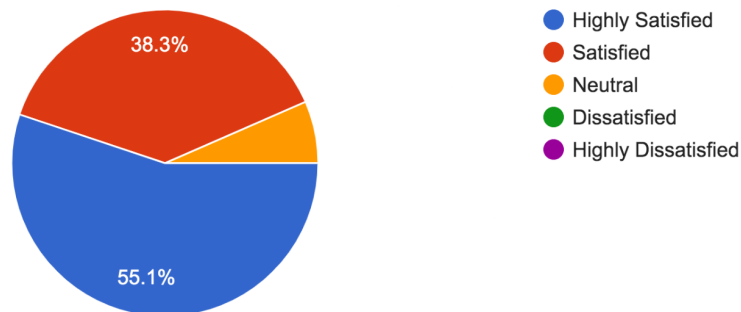
Figure 3

During the present academic year, the institution had introduced many skill-oriented initiatives after considering the recommendations of the alumni community. The feedback from the alumni is taken at regular intervals to bridge the gap between the industry and academia. Many career-oriented programmes were organised during the academic year 2021-22 through an institutional e-learning platform by inviting eminent personalities from among the alumni of the institution. As a regular practice the institution had collected feedback from the pass out students. Majority (93.4 %) of the respondents rated education at St. Paul's College as excellent and they were satisfied with the teaching learning facilities offered by the institution. The institution has taken every effort to include hundred percent of the pass out students in the alumni community. However, among the respondents 35 percent of the students did not have membership in the institutional alumni association. It has been decided to take further action in this direction to bring maximum students into the alumni network of the institution.

4. **Curriculum Feedback from present/previous/prospective Employers of the institution**

Table 4: Curriculum Feedback - Employers (in terms of Percentage)

Parameters	Very Good	Good	Fair	Adequate	Not Adequate
General communication skills	35	47	5	13	0
Practical solution to the workplace	42	40	6	11	1
Team building ability	40	40	11	9	0
Creativity in workplace	35	20	25	18	2
Planning and organisation skills	38	30	10	16	6
Self-motivation and ability to take up responsibility	30	36	20	8	6
Open to new ideas and learning techniques	60	30	5	4	1
Using technology and workplace equipment	70	20	8	2	0
Ability to contribute to organisational goals	41	38	12	8	1
Involvement in social activities	70	20	8	1	1
Obligation to work beyond regular schedules	60	20	10	9	1

Source: Primary Data

Feedback from present and prospective employers are regularly collected by the institution as an effort to narrow down the gap between the industry and the academia. Ability of our students in effectively handling various technology platforms and use of workplace equipment got the highest rating from their respective employers, followed by their genuine interest in getting involved with various activities for a social cause. Sixty percent of the employers have rated that our students are very open to learning new techniques and innovative methods.

The institution has always tried to bring all round development in the learners by offering different kinds of learning experience suitable to the varied needs of different types of learners. Some of these activities were executed by collaborating with industry partners of our institution.

5. **Curriculum Feedback from Teachers of the institution.**

Table 5: Curriculum Feedback-Teachers (in terms of Percentage)

Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Syllabus is suitable to the programme offered.	12	62	16	6	4
Syllabus is in tune with the needs of the time.	10	42	24	22	2
Aims and objectives of the syllabi are well defined and clear to the teachers and students.	16	72	6	6	0
Course content is followed by relevant and updated reference materials.	16	42	24	18	0
Sufficient number of prescribed books are available in the library.	10	54	14	16	6
The course/Syllabus has good balance between Theory and Application	10	48	28	10	4
The programme carries enough optional papers.	14	52	18	16	0
Sufficient infrastructural facilities such as Staff Rooms,Reading rooms etc are available in the college	32	50	16	2	0
External examinations are conducted on time.	12	34	20	28	6
Results are published on time.	4	22	28	26	20
Teachers have freedom to adopt & adapt new techniques/strategies of Assessment and Evaluation.	24	40	24	8	4
Environment in the college is conducive to teaching and research.	30	52	18	0	0
College provides adequate support to faculty members for upgrading their skills and qualifications.	38	48	8	6	0

Source: Primary Data

The strength of St. Paul's College is its young and vibrant teaching community. Constructive feedback is always given by the teaching community which has helped in proper planning and implementation of various curricular/co-curricular activities for our students.

Institution offers enough space and freedom for the teaching community to effectively implement various innovative practices. Almost 82 percent of the teachers have agreed that the environment in the institution is conducive to teaching and research. 86 percent of the teachers have agreed that the institution provides adequate support for upgrading their skills and qualifications. 82 percent of the teaching community has agreed that the institution has adequate infrastructure facilities for promoting teaching and research environment. The major problem expressed by many of the teachers relates to the publication of examination results by the university. Almost 46 percent of the teaching community express their dissatisfaction with regard to the promptness in the publication of examination results.

6. Action Taken Report

The following were the recommendations placed by the feedback committee before the management and the academic council for further action.

Sl. No.	Recommendations	Action Taken
1.	To develop e-content for every course to supplement the teaching learning process	Faculty members were instructed to provide learning materials and class videos through departmental / individual YouTube channels and supplement the teaching learning process.
2.	To conduct regular PTA meetings and mentoring sessions.	Every department conducted regular PTA meetings and mentoring sessions offline and online.

3.	It was recommended to conduct more focused training for improving the employability skills of the students.	Career-oriented programmes were organised by every department during the academic year. Specialised programmes and soft skill training were organised by the career cell of the institution. Vacancy notifications were continuously updated on the college website.
4.	To strengthen the entrepreneurship activities in the college.	The Institution's Innovation Council (IIC) was strengthened. Regular programmes were organised as part of the cell. 9 faculty members successfully completed the training for Innovation Ambassadors conducted by the Ministry of Human Resource Development. Student entrepreneurs were identified and were given chance to interact with other members of the cell as well as with other students. IIC of St.Paul's College bagged 4 star rating in the academic year 2021-22.

5.	Steps should be taken to improve the pass percentage of the students.	Departments were encouraged to identify weak performers and offer them with special coaching and remedial classes. Examination oriented classes were given to all students. Previous year question papers were discussed with the students. Online repository of the library has maintained a question bank and students were provided with online access to all library resources. Faculty members were instructed to share study materials with the students through elearning platforms.

Conclusion

The regular feedback was collected from all the stakeholders and immediate actions were taken wherever possible. The institution has communicated the action taken based on the recommendations to the respective stakeholders and the complete report is uploaded in the college website after getting approval from the administrative body.

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