



# 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 2022-23

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## **Introduction**

Regular feedback from various stakeholders of the institution is integral to ensuring continuous improvement in the teaching-learning process and understanding their needs and expectations. Utilizing both quantitative and qualitative methods, feedback is gathered through a variety of channels. Qualitative methods include focus group discussions and departmental or club meetings, while online platforms such as Google Meets and social media are utilized for distributing structured questionnaires. Offline methods are also employed during departmental or club gatherings. The Institutional Quality Assurance Cell (IQAC) oversees the timely collection and analysis of feedback, with results communicated to relevant parties for corrective action, if necessary.

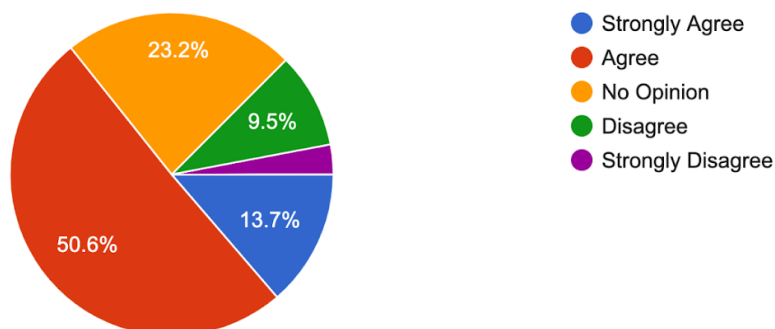
The feedback committee, established by the IQAC, oversees the feedback collection process. Qualitative and quantitative data from parents, alumni, and companies are gathered by respective departments under the committee's guidance, while feedback from students and teachers is directly collected by the IQAC. Analysis of collected feedback informs reports presented to management and the principal for further action, facilitating continual improvement in the quality of the teaching-learning process and alignment with stakeholder needs.

Feedback collection is an ongoing process conducted throughout the year, with specific emphasis on gathering feedback from outgoing students at the end of the academic year to evaluate the overall program. These insights, particularly regarding stakeholder needs and aspirations, inform program planning for the upcoming academic year. For the 2023-24 academic year, online platforms such as Google Forms and virtual meetings with Parent-Teacher Associations (PTAs) and alumni were utilized predominantly for feedback collection. Detailed analysis and action taken reports are presented in the subsequent sections.

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

The syllabus of the programme is up to date and relevant

168 responses



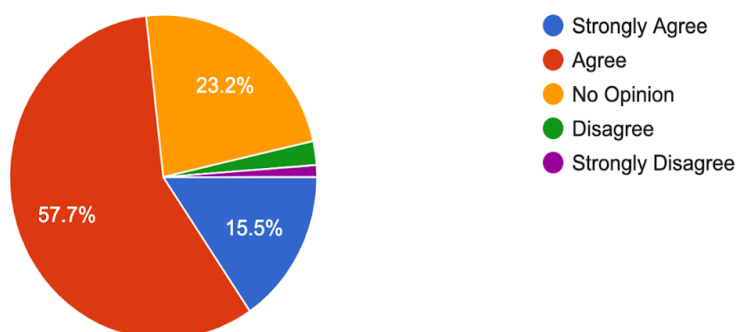
**Figure 1**

A majority of the student respondents Strongly agree or agree that the syllabus of the programme is up to date and relevant. 12.5 percent of the student respondents do not agree with the relevance of current syllabus of the programme. 23.2 percent of the student respondents preferred not to answer the question.

### Progression into Higher Education

The Curriculum of the program is apt for progression into Higher Education

168 responses

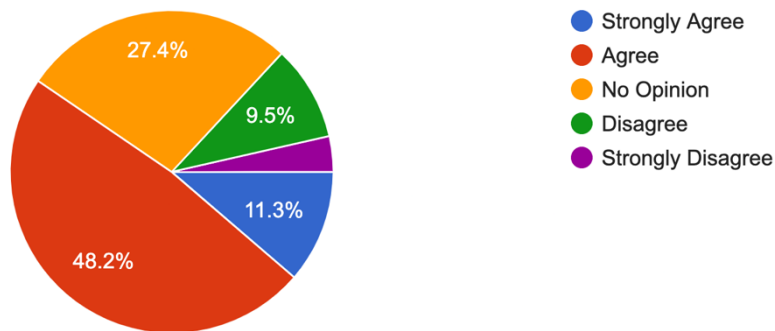


**Figure 2**

The prevailing sentiment among students indicates that a majority (81%) perceive the current curriculum and program as suitable for their transition into higher education. Twenty two percent of students hold a neutral stance on the matter, while a minority of 3.6 % express disagreement with the suitability of the current curriculum and program. Those dissenting voices advocate for an updated curriculum and programs tailored towards employment opportunities.

### Placement and Employability

The Curriculum of the program is apt for Placement and Employability  
168 responses



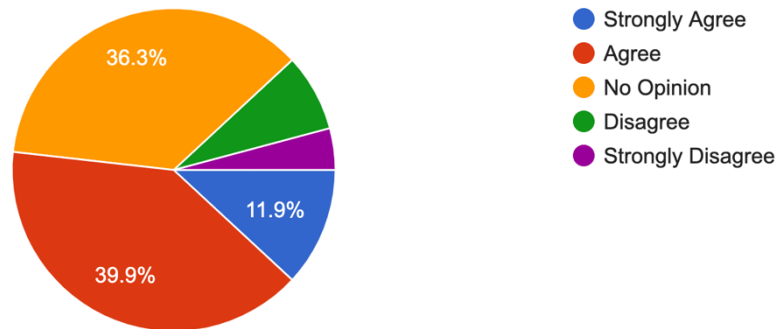
**Figure 3**

Approximately 59.5 percent of students believe that the current curriculum and program effectively support placement and employment opportunities. Conversely, 27.4 percent of students do not share this perspective, indicating a strong desire among students for programs and curriculum that enhance their prospects for better employment opportunities and placements.

## Entrepreneurship

The Curriculum of the program is apt for Entrepreneurial Initiatives

168 responses



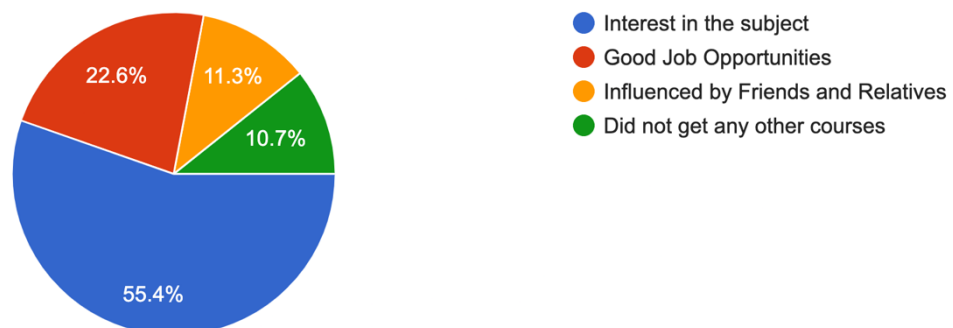
**Figure 4**

Around 52 percent of the students perceive the current program and curriculum ignites entrepreneurial spirits among the students and 12 percent of the students are of the opinion that they require updated programs and curriculum and more thrust on entrepreneurship.

## The primary reason of Students choosing the programme

Reason for choosing the present programme

168 responses



**Figure 5**

Forty-six percent of students indicated that their interest in the subject was the primary factor influencing their choice of program. Meanwhile, 22.6 percent cited good job prospects as a significant consideration. Students expressed a desire for the Career and Placement Cell to organize placement drives for final year students. They also appreciated the career-oriented workshops conducted by their departments in collaboration with the institution's career cell. However, they emphasized the importance of timely university examinations to facilitate internship opportunities during breaks. A mere 11.3 percent of students mentioned being influenced by friends and relatives, while only 10.7 percent joined the program due to lack of alternative courses.

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

<b>Parameters</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Syllabus of the program is up to date and relevant.	13.7	50.6	23.2	9.5	3
Internal assessment followed in the curriculum is appropriate.	14.9	61.9	19	3	1.2
The curriculum of the program is effectively implemented.	18.5	51.2	26.8	2.4	1.2
The syllabus was completed within the semester.	20.2	54.8	12.5	10.7	1.8

The curriculum of the program is apt for progression into Higher Education	15.5	57.7	23.2	2.4	1.2
The curriculum of the program is apt for Placement and Employability	11.3	48.2	27.4	9.5	3.6
The curriculum of the program is apt for entrepreneurial initiatives	11.9	39.9	36.3	7.7	4.2
<b>Parameters</b>	<b>Very Good</b>	<b>Good</b>	<b>No Opinion</b>	<b>Appropriate</b>	<b>Not Appropriate</b>
Opinion about the open courses in your program.	25.6	48.2	19	4.8	2.4
Opinion about the conduct of examinations.	22.6	45.8	16.7	10.7	4.2
Opinion about the promptness in the publication of results.	9.5	48.8	22	10.1	9.5
Opinion about the fairness in the evaluation of answer scripts.	13.1	43.5	28	10.1	5.4
Opinion about the grading pattern in the evaluation of exams.	11.9	51.8	19.6	10.7	6
Opinion about the semester system followed.	15.5	53.6	14.3	11.3	5.4

Source: Primary Data



Around 60 percent of students are of the view that the current curriculum and program adequately support placement and employment opportunities. Conversely, 27.4 percent hold a different perspective, indicating a strong desire among students for programs and curriculum that better enhance their chances of securing employment.

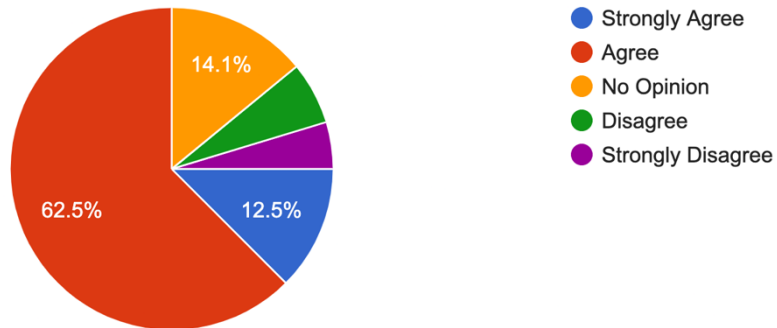
The majority of students believe that the syllabus offered across various programs is relevant and kept up-to-date. However, 12.5 percent expressed dissatisfaction with the current syllabus, particularly those enrolled in conventional programs where job opportunities may be limited. Seventy-seven percent of students support the internal assessment methods utilized in the curriculum. Additionally, 70 percent acknowledge the effective implementation of the program's curriculum. A significant 73.8 percent hold positive opinions about the open courses within the program, with only a small 2.4 percent considering them unsatisfactory.

Sixty-nine percent of students reported satisfaction with examination procedures, while 58.3 percent expressed contentment with the promptness of examination result publication. Only 5.4 percent harboured doubts regarding the fairness of answer script evaluation, and a mere 6 percent found the grading patterns inappropriate. Furthermore, 69 percent expressed approval of the semester system currently in place.

## 2. Curriculum Feedback from Parents.

The syllabus of the programme is up to date and relevant

64 responses

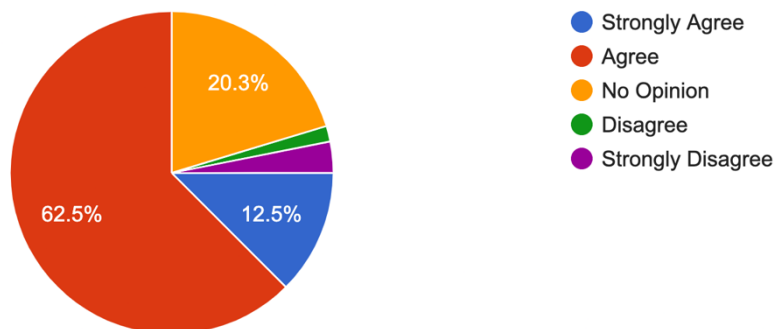


**Figure 6**

A vast majority of parent respondents (75%) are of the view that the syllabus of the programme is up to date and relevant.

The internal assessment followed in the curriculum is appropriate

64 responses



**Figure 7**

A vast majority of parent respondents (75%) are of the view that the internal assessment followed in the curriculum is appropriate.

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.

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

<b>Parameter</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Syllabus of the program is up to date and relevant.	12.5	62.5	14.1	6.3	4.7
Internal assessment followed in the curriculum is appropriate.	12.5	62.5	20.3	1.6	3.1
The curriculum of the program is effectively implemented.	12.5	62.5	15.6	7.8	12.5
The syllabus was completed within the semester.	23.4	51.6	15.6	7.8	1.6

The curriculum of the program is apt for progression into Higher Education	20.3	50	17.2	7.8	3.1
The curriculum of the program is apt for Placement and Employability	21.9	50	17.2	7.8	3.1
The curriculum of the program is apt for Entrepreneurial Initiatives	15.6	51.6	25	4.7	3.1
Open courses offered in the programme are appropriate.	26.6	46.9	17.2	6.3	3.1
There is promptness in the conduct of examinations.	15.6	65.6	4.7	12.5	1.6
There is promptness in the publication of results.	12.5	51.6	12.5	12.5	10.9
There is fairness in the evaluation of answer scripts.	17.2	48.4	20.3	10.9	3.1
Opinion on grading pattern followed in the evaluation of exams.	17.2	50	12.5	14.1	6.3
Opinion on the semester system followed	17.2	54.7	7.8	14.1	6.3

Source: Primary Data

The majority of parents (75%) agree that the syllabus offered across various programs is relevant and kept up to date. However, 4.7 percent of parents express dissatisfaction with the adequacy of the current syllabus. Seventy-five percent of parents support the internal assessment methods used in the curriculum. Sixty-four percent of parents agree that the program's

curriculum is effectively implemented. Seventy-four percent of parents hold positive opinions about the open courses within the program, while only a small 3.1 percent consider them inappropriate. Eighty two percent of parents are satisfied with the conduct of examinations, while only 64.1 percent are satisfied with the promptness of examination result publication. Only 3.1 percent of parents have doubts about the fairness of answer script evaluation, and a mere 6.3 percent consider the grading pattern in the evaluation of examinations inappropriate. Seventy-two percent of parents hold favorable opinions regarding the semester system in place.

**3. Feedback on Needs and Expectations from Alumni of the institution** (collected from the students passed out in last five years)

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

Parameters	Yes	No			
Membership in St. Paul's College, Kalamassery Alumni Association	53.8	46.2			
Parameters	Yes	No			
Contact with St. Paul's College Kalamassery Alumni Association	49.1	50.9			
Parameters	Yes	No			
Awareness about semester system	85.8	14.2			
Parameters	Highly Satisfied	Satisfied	Neutral	Adequate	Not Adequate

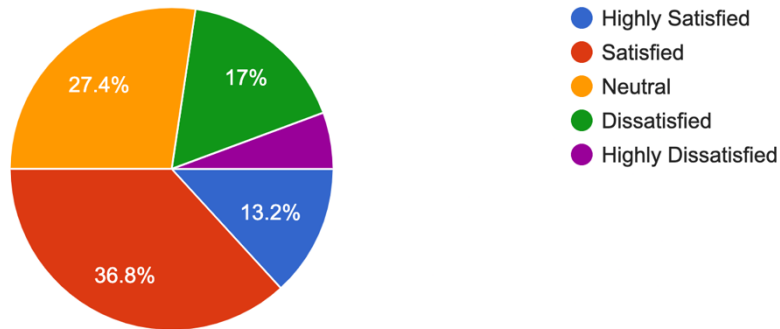
Syllabus followed by Mahatma Gandhi University	21.7	40.6	27.4	7.5	2.8
Conduct of examination	13.2	36.8	27.4	17	5.7
Publication of results	11.3	35.8	24.5	17.9	10.4
<b>Parameters</b>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Highly Dissatisfied</b>
Education at St. Paul’s College, Kalamassery	49.1	32.1	12.3	4.7	1.9

Source: Primary data.

### Conduct of Examinations

#### Timely conduct of Examinations

106 responses



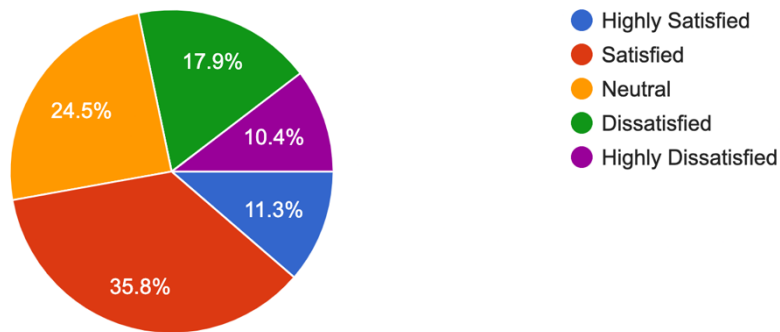
**Figure 8**

Around 50 percent of the alumni agree that there is proper conduct of examinations by the university and 22.7 percent of the alumni are of the opinion that there needs to be proper management in the conduct of examinations in a timely phased manner.

## Publication of Results

### Timely Publication of Examination Results

106 responses



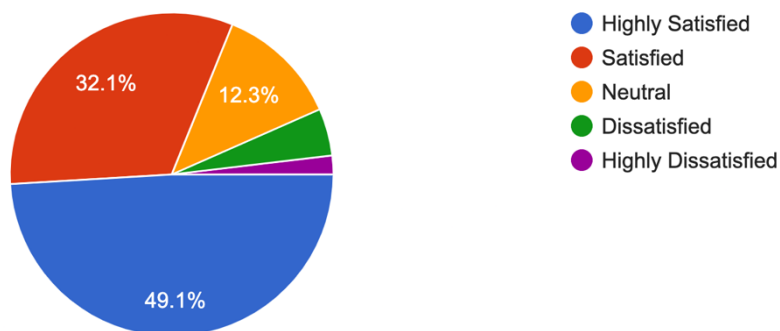
**Figure 9**

47.1 percent of the Alumni are of good opinion regarding the timely publication of examination results and the 28.3 percent of alumni are of the opinion that there needs to be timely publication of examination results.

## Opinion on St. Paul's College Kalamassery

### Opinion about Education at St Paul's College Kalamassery

106 responses



**Figure 10**

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 2023-24 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 (81.2 %) 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 46.2 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. Feedback on Needs and Expectations 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	40	47	6	7	0
Practical solution to the workplace	42	40	6	11	1
Team building ability	45	40	11	4	0
Creativity in workplace	40	20	25	15	0
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

The institution consistently gathers feedback from present and prospective employers to bridge the gap between industry and academia. Employers have rated our students highly for their ability to effectively handle various technology platforms and workplace equipment, as well as for their genuine interest in engaging in social causes. Sixty percent of employers have noted that our students are very receptive to learning new techniques and innovative methods. The feedback underscores employers' preference for increased creativity in the workplace and enhanced organizational and planning skills. Overall, employers express satisfaction with our students' performance.

The institution endeavours to foster holistic development among learners by providing diverse learning experiences tailored to the varied needs of students. Some of these activities are conducted in collaboration with industry partners of our institution.

## Curriculum Feedback on Needs and Expectations from Teachers of the institution.

### Relevance of Syllabus

Syllabus is suitable to the Course

65 responses

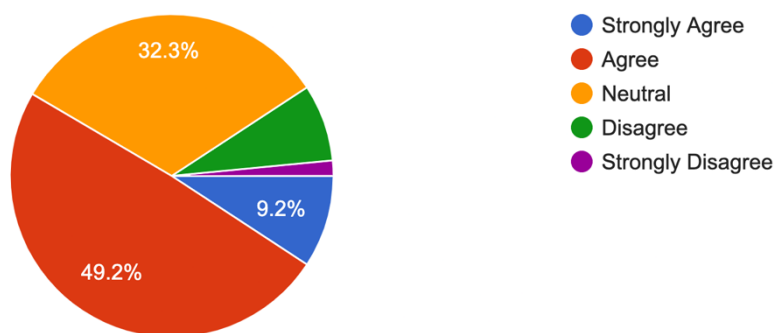
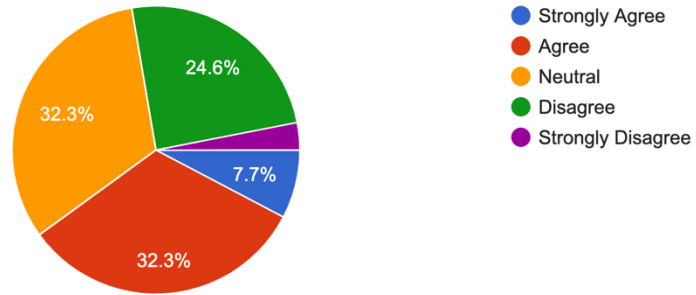


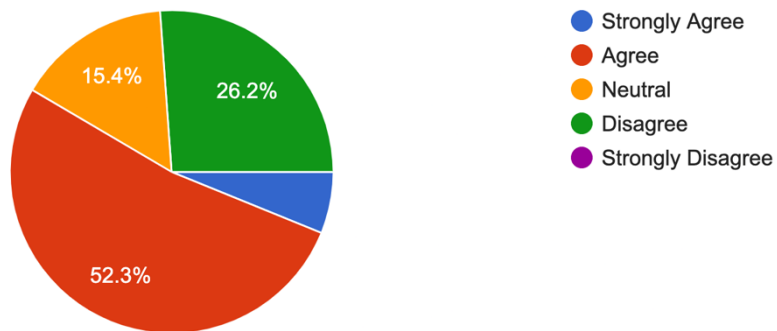
Figure 11

Syllabus is in tune with the needs of the time  
65 responses



**Figure 12**

The Course/Syllabus has good balance between Theory and Application  
65 responses



**Figure 13**

Teachers have the freedom to adopt & adapt New Techniques & Strategies of Assessment and Evaluation

65 responses

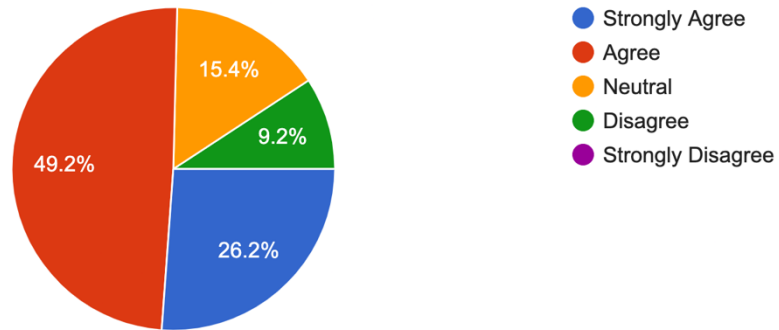


Figure 14

The College provides adequate support to faculty members for upgrading their skills and qualifications

65 responses

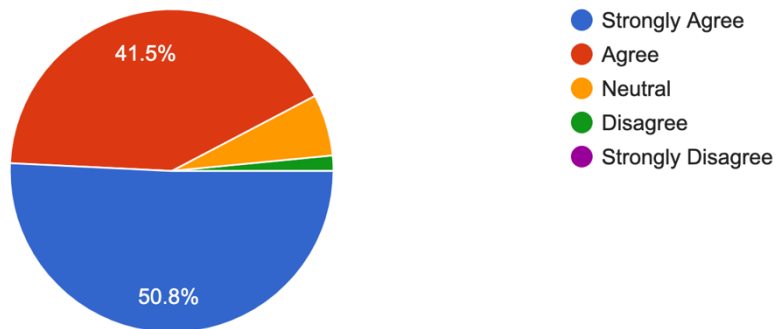


Figure 15

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

Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Syllabus is suitable to the programme offered.	9.2	49.2	32.3	7.7	1.5
Syllabus is in tune with the needs of the time.	7.7	32.3	32.3	24.6	3.1
Aims and objectives of the syllabi are well defined and clear to the teachers and students.	18.5	50.8	21.5	9.2	0
Course content is followed by relevant and updated reference materials.	13.8	53.8	20	10.8	1.5
Sufficient number of prescribed books are available in the library.	16.9	38.5	32.3	7.7	4.6
The course/Syllabus has good balance between Theory and Application	6.2	52.3	15.4	26.2	0
The programme carries enough optional papers.	4.6	49.2	23.1	23.1	0
Sufficient infrastructural facilities such as Staff Rooms, Reading rooms etc are available in the college	33.8	50.8	13.8	1.5	0

Source: Primary Data

The strength of St. Paul's College lies in its young and dynamic teaching community. The constructive feedback provided by this community has been instrumental in the effective planning and implementation of various curricular and co-curricular activities for our students. The institution grants ample space and freedom for the teaching community to innovate and implement new practices. An impressive 90.8 percent of teachers agree that the institution fosters an environment conducive to teaching and research, while 92.3 percent acknowledge the adequate support provided for upgrading their skills and qualifications. Additionally, 87 percent of teachers affirm that the institution offers sufficient infrastructure facilities for skill enhancement.

However, a notable concern raised by many teachers pertains to the university's delayed publication of examination results, with approximately 21 percent expressing dissatisfaction with the promptness of result announcements.

## 5. 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 directed to enhance the teaching-learning process by providing learning materials and class videos via departmental or individual YouTube channels.
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.	Each department organized career-oriented programs throughout the academic year, while specialized programs and soft skills training were coordinated by the institution's career cell. Additionally, vacancy notifications were consistently updated on the college website.

4.	To strengthen the entrepreneurship activities in the college.	<p>The Institution's Innovation Council (IIC) underwent strengthening efforts, resulting in the organization of regular programs by the cell. Nine faculty members successfully completed training to become Innovation Ambassadors, a program conducted by the Ministry of Human Resource Development. Furthermore, student entrepreneurs were identified and provided with opportunities to interact with other cell members and fellow students.</p> <p>Notably, the IIC of St. Paul's College achieved a four-star rating in the academic year 2021-22.</p>
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5.	Steps should be taken to improve the pass percentage of the students.	<p>Departments were encouraged to identify weak performers and offer them with special coaching and remedial classes.</p> <p>Examination oriented classes were given to all students.</p> <p>Previous year question papers were discussed with the students.</p> <p>Online repository of the library has maintained a question bank and students were provided with online access to all library resources.</p> <p>Faculty members were instructed to share study materials with the students through elearning platforms.</p>
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## Conclusion

Regular feedback was collected from all stakeholders to discern their needs and aspirations, with immediate actions taken wherever feasible in response to their requirements. The institution communicated the actions taken based on recommendations to the respective stakeholders, and upon administrative approval, the comprehensive report was uploaded to the college website.