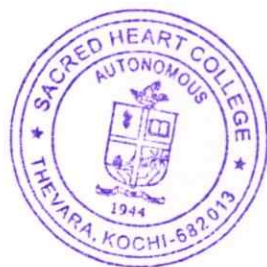


SACRED HEART COLLEGE (AUTONOMOUS) THEVARA

STRUCTURED FEEDBACK ANALYSIS 2014-15




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Analysis of Structured Feedback from Students

Structured feedback on curriculum was collected from the students on the following areas.

Q1. The learning objectives of each course in the syllabus are well defined and clear

Q2. The syllabus designed for the programme is appropriate and suitably updated.

Q3. The difficulty level of the syllabus is fair.

Q4. The recommended textbooks and other learning resources are adequately available

Q5. The curriculum designed for the programme encourages extra learning/self- learning.

Q6. The electives offered are pertinent to the core subject and helpful in specialising in a area.

Q7. The curriculum sufficiently motivates for further study and research.

Q8. The curriculum develops self- confidence and self- reliance to face various competitive Exams.

Q9. The curriculum is designed to develop ability to model and analyse the real life issues.


Q10. The students are sensitized towards issues like gender equality, environment and sustainability.

Q11. The laboratory experiments are designed to enhance the understanding of the concepts

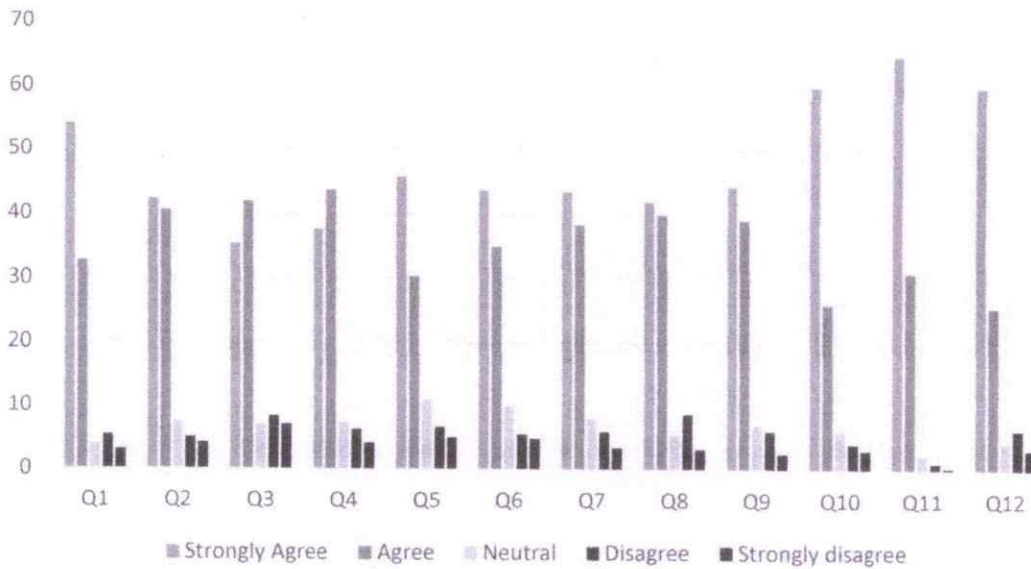
Q12. The curriculum is designed to develop ability to model and analyse the real life issues.

A total of 560 students gave their feedback. The analysis of the feedback is given below.




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ANALYSIS OF FEEDBACK FROM STUDENTS



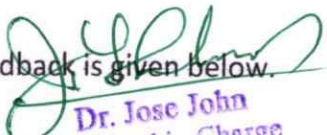
Analysis of Structured Feedback from Alumni

Structured feedback on curriculum was collected from the alumni on the following areas.

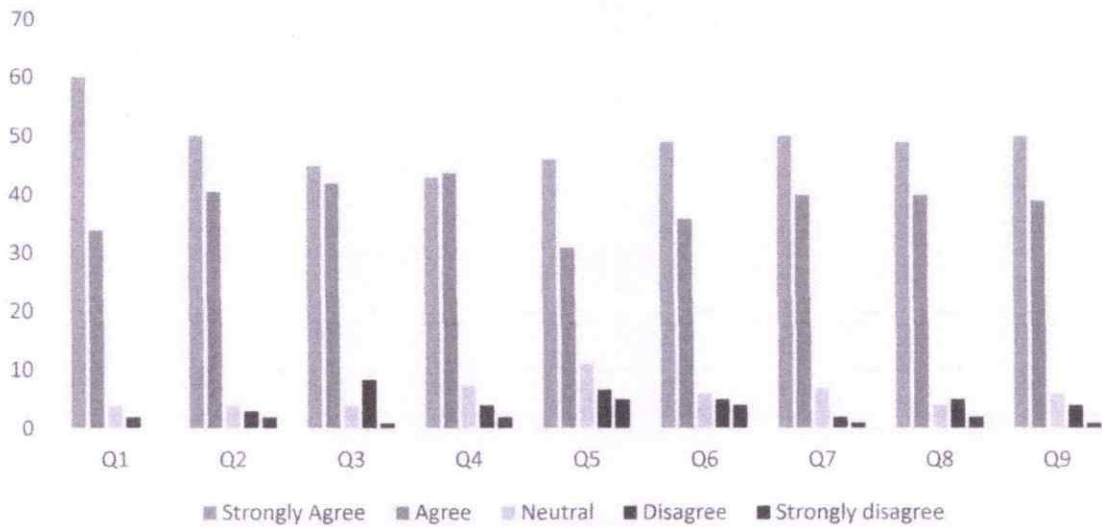
- Q1. The syllabus was relevant and updated.
- Q2. The syllabus meets the needs of the industry/ research
- Q3. The learning resources provided to support the curriculum were adequate and appropriate.
- Q4. The system of examination and internal evaluation was fair and transparent.
- Q5. The curriculum focuses on the development of a dynamic personality.
- Q6. The curriculum instils professional ethics among the students.
- Q7. The students can learn to develop team spirit and leadership qualities.
- Q8. The curriculum focuses on developing communication skills of the students.
- Q9. The curriculum was helpful in achieving the current status/ employment/higher education

A total of 70 ALUMNI gave their feedback. The analysis of the feedback is given below.




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ANALYSIS OF FEEDBACK FROM ALUMNI



Analysis of Structured Feedback from Teachers

Structured feedback on curriculum was collected from Teachers on the following areas.

Q1. The learning objectives of each course in the syllabus are well defined and clear

Q2. The syllabus designed for the programme is appropriate and suitably updated.

Q3. The difficulty level of the syllabus is fair.

Q4. The recommended textbooks and other learning resources are adequately available

Q5. The curriculum designed for the programme encourages extra learning/self- learning.

Q6. The electives offered are pertinent to the core subject and helpful in specialising in a area.

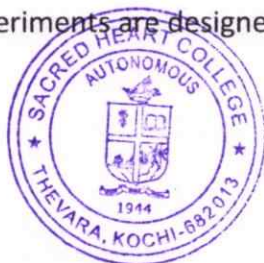
Q7. The curriculum sufficiently motivates for further study and research.

Q8. The curriculum develops self- confidence and self-reliance to face various competitive Exams.

Q9. The curriculum is designed to develop ability to model and analyse the real life issues.

Q10. The students are sensitized towards issues like gender equality, environment and sustainability.

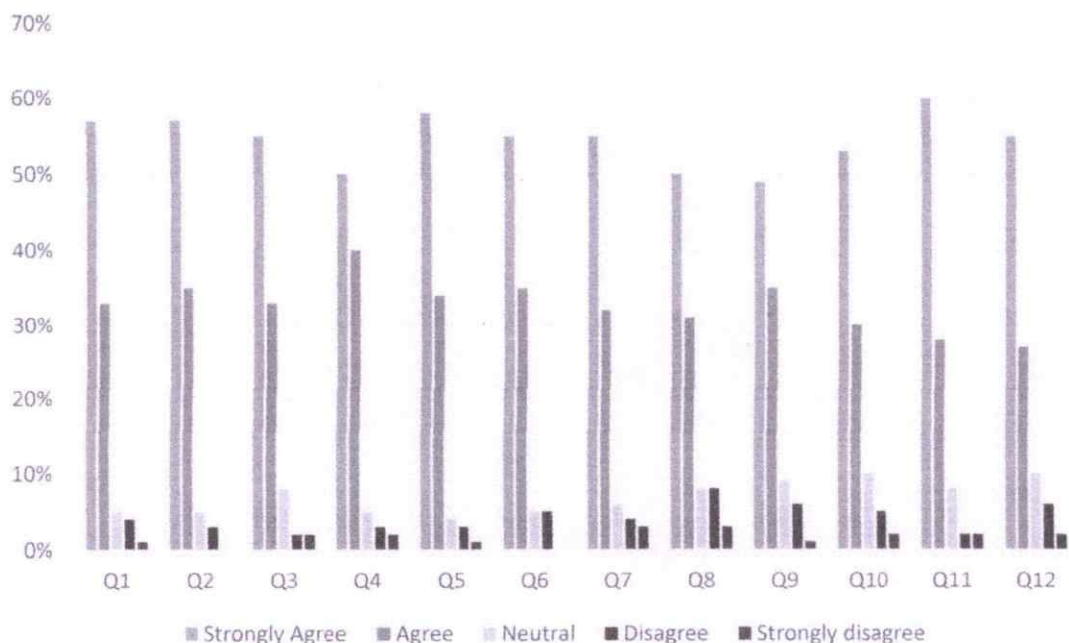
Q11. The laboratory experiments are designed to enhance the understanding of the concepts



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Q12. The curriculum is designed to develop ability to model and analyse the real life issues.
The analysis of the feedback is given below.

Analysis of Structured Feedback from Teachers



Analysis of Structured Feedback from employers

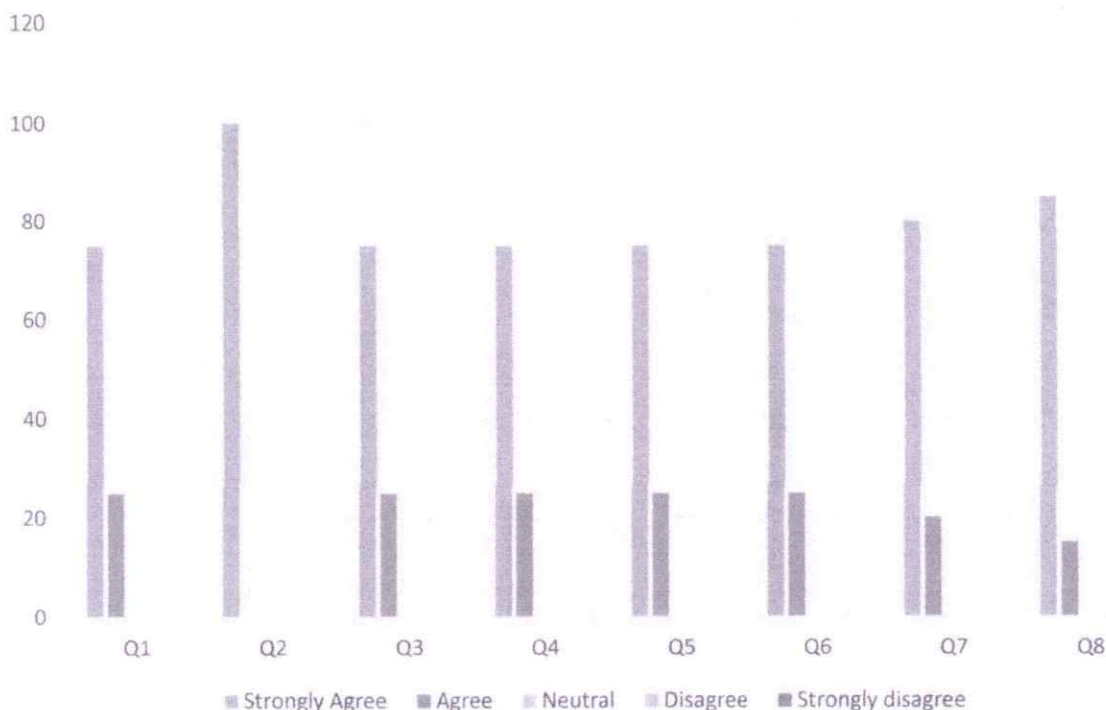
Structured feedback on curriculum was collected from the employers on the following areas.

- Q1. Performance of our graduate student
- Q2. Inclination to adopt new methods/protocols/technology
- Q3. Communication skills
- Q4. Independent thinking & Problem solving ability
- Q5. Leadership qualities
- Q6. Interpersonal relations and team work
- Q7. Professional attitude\ethics
- Q8. Involvement in social activities



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ANALYSIS OF STRUCTURED FEEDBACK FROM EMPLOYERS



Summary of descriptive feedback received from the stakeholders

The descriptive feedback from the different stakeholders is summarized department-wise to enable the departments to incorporate the suggestions in the curriculum revision

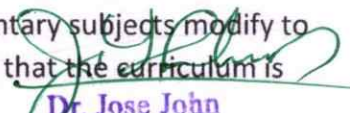
Department of Economics

The feedback from students indicated that the department should include a few courses in the syllabus to give importance to practical economics. They suggested that the department should add the latest economic policies in the syllabus and conduct seminars to enhance the general awareness and leadership skills of the students. Teacher feedback specifically suggested modifying a few courses to make them more relevant and adapt the curriculum to include the outcome based educational perspectives.

Department of Botany

The feedback from students suggested to reduce the syllabus and to include more field trips. The alumni suggested that the syllabus of core and complementary subjects modify to include latest advancements in science. Teacher feedback suggested that the curriculum is




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not enough to develop ability to analyse real life issues and suggested changes to be incorporated in the syllabus.

Department of English

The feedback from students and alumni suggested that the curriculum is not enough to develop self-confidence and self-reliance to face various competitive and other examinations. The Teachers suggested that the difficulty level of the syllabus is not fair and should address the question in the syllabus revision.

Department of Sociology

The feedback from students and alumni suggested insufficient Field Visits. They also suggested that the syllabus does not include recent subject developments and syllabus revision must address this issue.

Department of Communication

The feedback from students and alumni suggested that there should be more workshops for the animation topics. They suggested that the laboratory experiments are not enough to enhance the understanding of the concepts and do not promote experimental learning. The teachers suggested learning materials and resources are not available in the library. All the stakeholders suggested that there is room for considerable improvement in the syllabus and other conditions of the communication department.

Department of Computer Science

The feedback from students and alumni suggested the need for more practicals and less theory class. They suggested that the syllabus is not appropriate for the programme and does not include the recent advancements in the subject. They suggested that the syllabus revision should try to include the current trends in the syllabus as information communication technology undergoes radical change every day.

Department of B.Com Taxation

The feedback from students and alumni suggested that the curriculum is not enough to develop self-confidence and self-reliance to face various competitive and other examinations. They suggested that IFRS should be replaced by corporate accounting.

Department of B. Com Computer Application

The feedback from students and alumni suggested the introduction of updated and modern subjects so as to increase competence of students. The employers suggested that the curriculum is not enough to develop self-confidence and self-reliance to face various competitive and other examinations.

Department of B.Com Travel and Tourism

The feedback from students and alumni suggested the introduction of updated and modern subjects so as to increase competence of students. The employers suggested that the curriculum is not enough to develop self-confidence and self-reliance to face various



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competitive and other examinations. They suggested that the syllabus be revised thoroughly to make it more employment friendly and skill based.

Department of Mathematics

The feedback from students and alumni suggested that the curriculum is not designed to develop ability to analyse real life issues. They also suggested that the curriculum is not appropriate for the students to address issues such as gender equality, environment and sustainability, ethics and other values.

Department of Physics

The feedback from students and alumni suggested that the curriculum is not designed to develop ability to analyse real life issues. They also suggested that the curriculum is not enough to develop self-confidence and self-reliance to face various competitive and other examinations. The stakeholders suggested including more mathematical physics and increase the potential for higher studies.

Department of Chemistry

The feedback from students suggested that the curriculum is insufficient with internships or field trips. The feedback from alumni suggested that the curriculum is not enough to develop the ability to analyse real life issues. The students' comment was that the curriculum designed for the programme did not encourage extra learning or self-learning. They felt that the department should address the lacuna seriously.

Department of Zoology

The feedback from students and alumni suggested that the syllabus is not appropriate for the programme and does not include the recent advancements in the subject. They suggested that the curriculum designed for the programme does not encourage extra learning or self-learning and that the next revision should fill this gap.



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