



**MES ASMABI COLLEGE**

**PVEMBALLUR**

**1.4.1**

**STAKEHOLDER'S FEEDBACK  
2019-20**

**CURRICULUM AND ITS TRANSACTION**

**STUDENTS TEACHERS ALUMNI EMPLOYER**



**Internal Quality Assurance Cell**

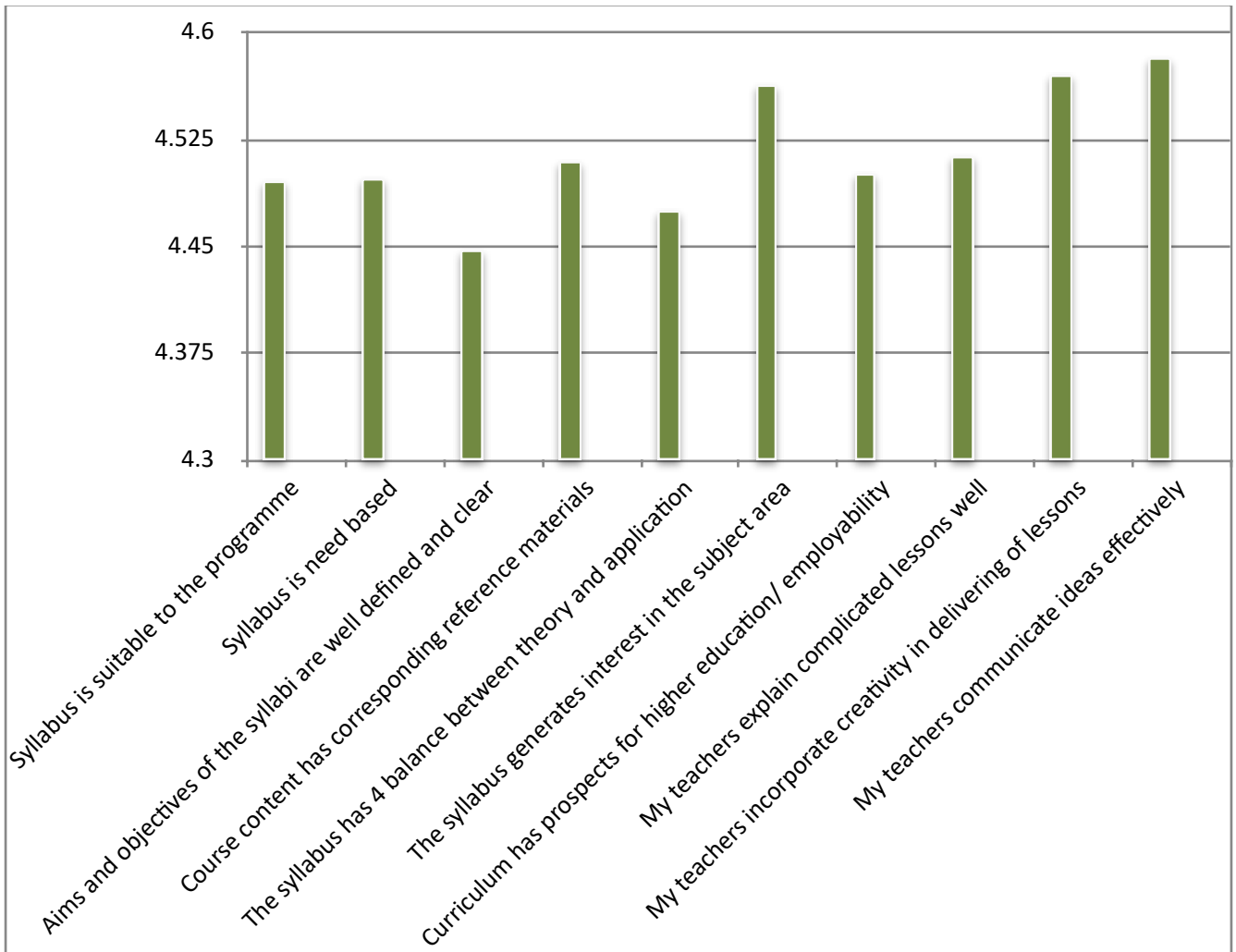
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# **Students Feedback**

## Students Feedback Analysis 2019-20

Aspects	Mean Score
Syllabus is suitable to the programme	4.494898
Syllabus is need based	4.497959
Aims and objectives of the syllabi are well defined and clear	4.446939
Course content has corresponding reference materials	4.509184
The syllabus has 4 balance between theory and application	4.47449
The syllabus generates interest in the subject area	4.562245
Curriculum has prospects for higher education/ employability	4.50102
My teachers explain complicated lessons well	4.512245
My teachers incorporate creativity in delivering of lessons	4.569388
My teachers communicate ideas effectively	4.582653



**Syllabus is suitable to the programme :** This suggests that the syllabus aligns well with the goals and requirements of the program. A high score indicates that the syllabus effectively addresses the needs of the program.

**Syllabus is need-based:** This indicates whether the syllabus is designed to meet the specific needs of the students and the program. A high score implies that the syllabus is tailored to address the relevant needs.

**Aims and objectives of the syllabi are well defined and clear:** This measures the clarity and specificity of the objectives outlined in the syllabus. A high score suggests that the objectives are clearly articulated and understood.

**Course content has corresponding reference materials:** This assesses whether the course content

is supported by relevant reference materials, such as textbooks, articles, or other resources. A high score indicates that students have access to supplementary materials to enhance their understanding.

**The syllabus has a balance between theory and application:** This evaluates whether the syllabus strikes an appropriate balance between theoretical concepts and practical applications. A high score suggests that the syllabus incorporates both aspects effectively.

**The syllabus generates interest in the subject area:** This measures whether the syllabus is engaging and stimulates student interest in the subject matter. A high score implies that the syllabus is designed in a way that captures student interest.

**Curriculum has prospects for higher education/ employability:** This assesses whether the curriculum prepares students for further education or employment opportunities. A high score indicates that the curriculum is perceived as beneficial for students' future prospects.

**My teachers explain complicated lessons well:** This evaluates the effectiveness of teachers in explaining complex topics. A high score suggests that teachers are skilled at breaking down difficult concepts for student understanding.

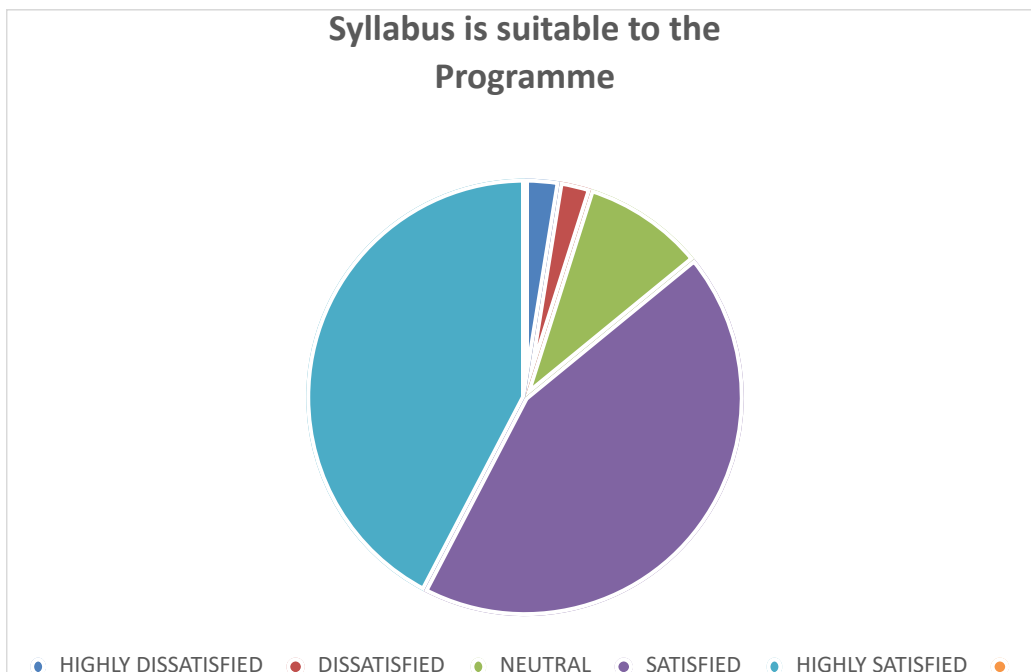
**My teachers incorporate creativity in delivering of lessons:** This measures whether teachers employ creative teaching methods to enhance the learning experience. A high score implies that teachers use innovative approaches in their teaching.

**My teachers communicate ideas effectively:** This assesses the clarity and effectiveness of teachers' communication. A high score indicates that teachers are proficient communicators who effectively convey ideas to students.

In summary, these statements offer insights into multiple facets of the program, encompassing syllabus design, teaching quality, and student engagement.

## Syllabus is suitable to the Programme

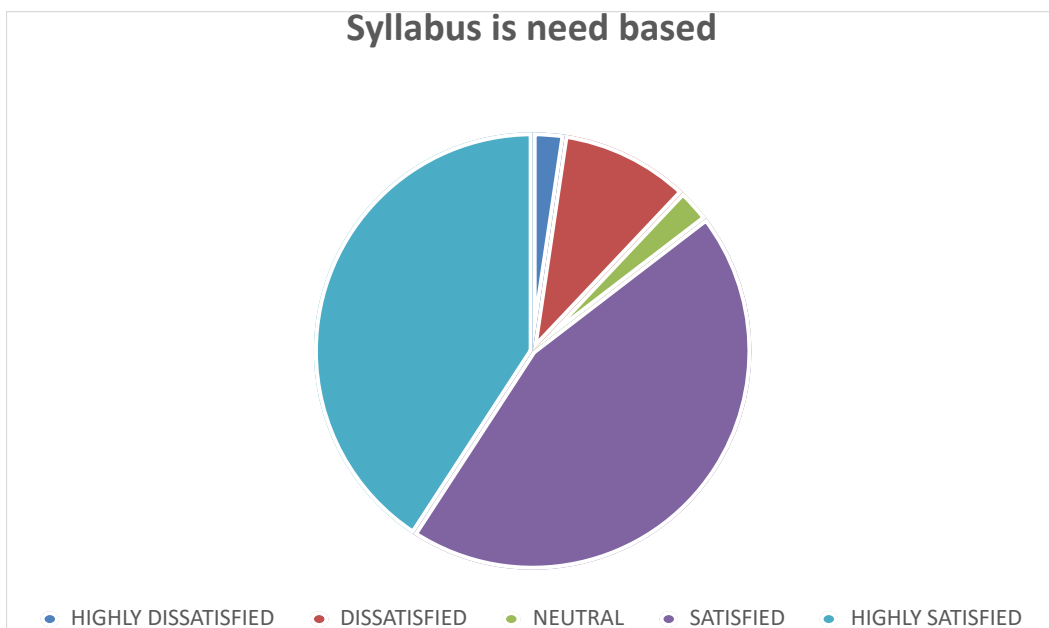
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	25	2.551
Dissatisfied	23	2.347
Neutral	90	9.184
Satisfied	427	43.571
Highly satisfied	415	42.347
Total	980	100



From the above chart, it appears that the majority of participants fall into the categories of "Satisfied" and "Highly Satisfied," which together make up over 85% of the total responses. This suggests that the program generally meets or exceeds the expectations of most participants. However, there are still a small portion who are "Neutral," "Dissatisfied," or "Highly Dissatisfied," indicating areas where improvements could potentially be made. Overall, the program seems to be suitable for the majority of participants.

## Syllabus is need based

Level of Satisfaction	Frequency	Percent
Highly dissatisfied	23	2.347
Dissatisfied	95	9.694
Neutral	25	2.551
Satisfied	437	44.592
Highly satisfied	400	40.816
Total	980	100

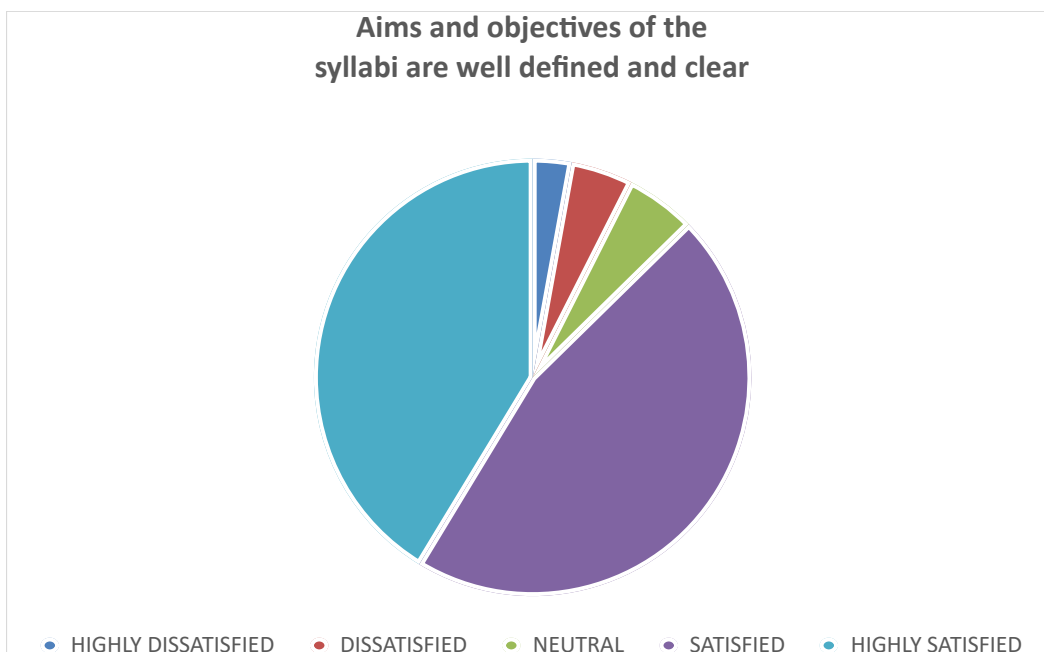


Based on the chart, it appears that the majority of participants fall within the categories of "Satisfied" and "Highly Satisfied," which collectively represent over 85% of the total responses. This implies that the syllabus is generally meeting the needs of most participants. Nonetheless, there exists a noticeable segment who are categorized as "Neutral," "Dissatisfied," or "Highly Dissatisfied," indicating areas where enhancements could potentially be implemented to better cater to participant needs.



### Aims and objectives of the syllabi are well defined and clear

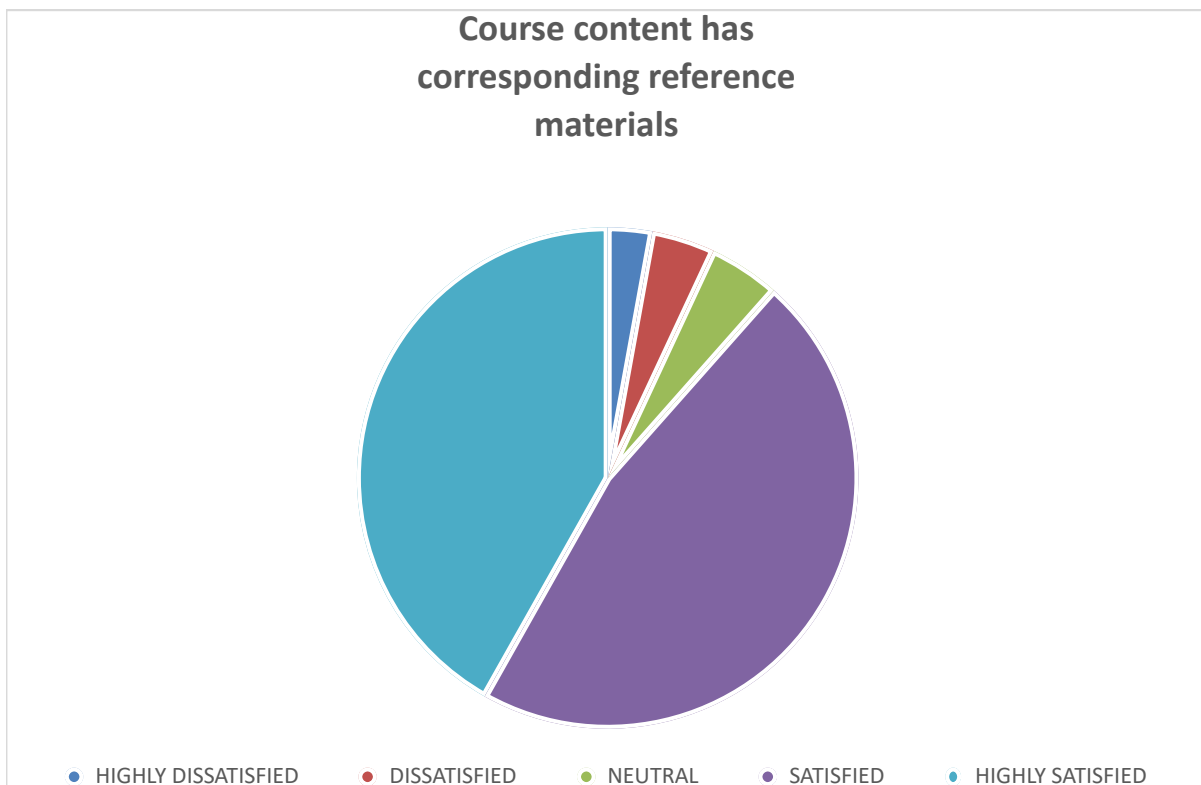
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	28	2.857
Dissatisfied	45	4.592
Neutral	51	5.204
Satisfied	451	46.020
Highly satisfied	405	41.327
Total	980	100



From this data, it appears that a majority of participants fall into the categories of "Satisfied" and "Highly Satisfied," which together make up over 85% of the total responses. This suggests that the syllabus is generally meeting the needs of most participants. However, there is still a noticeable portion who are "Neutral," "Dissatisfied," or "Highly Dissatisfied," indicating areas where improvements could potentially be made to better align the syllabus with participant needs.

### Course content has corresponding reference materials

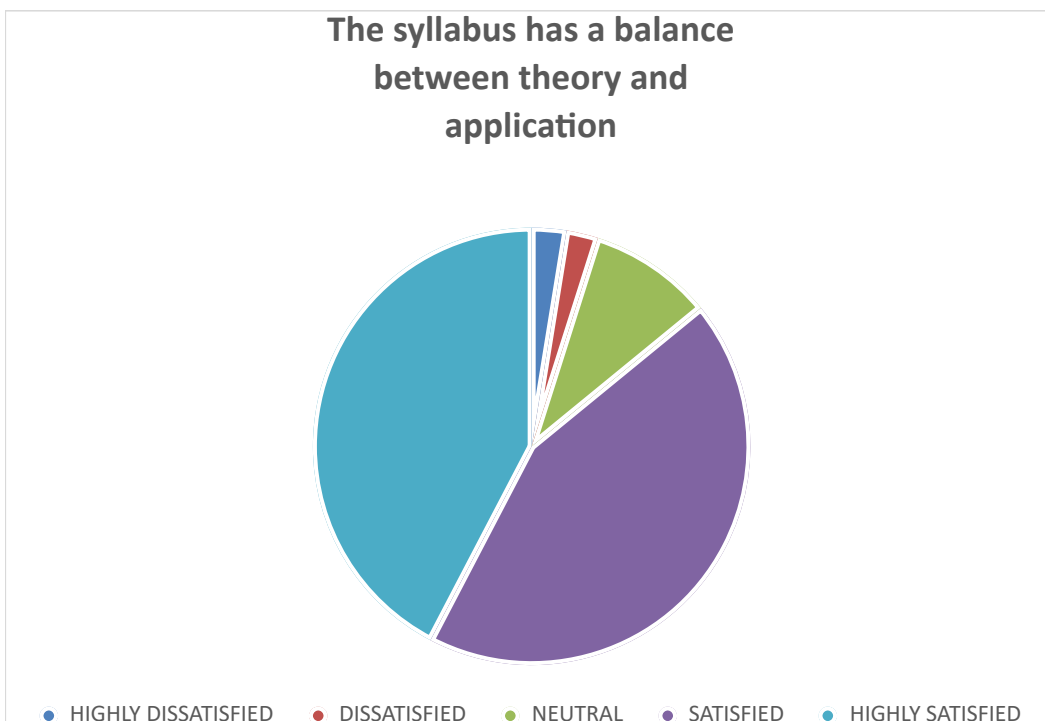
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	28	2.857
Dissatisfied	40	4.082
Neutral	45	4.592
Satisfied	457	46.633
Highly satisfied	410	41.837
Total	980	100



From the above it is clear that, while the majority of participants express satisfaction with the correspondence of course content with reference materials, there is still a notable portion with concerns or neutral feelings..

## The syllabus has a balance between theory and application

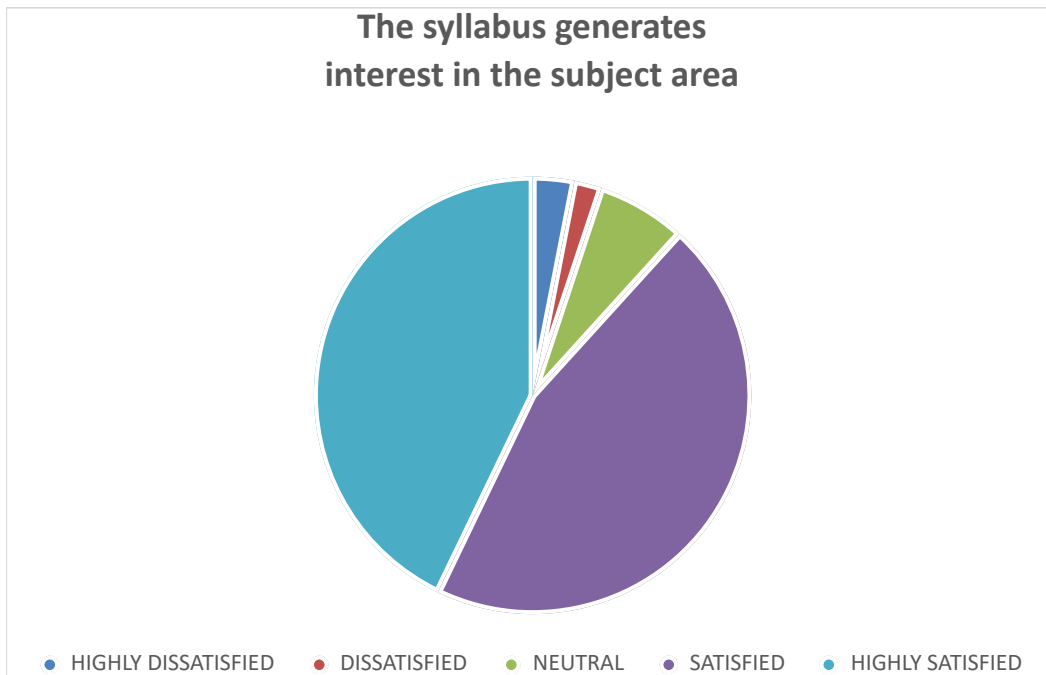
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	25	2.551
Dissatisfied	23	2.347
Neutral	90	9.184
Satisfied	427	43.571
Highly satisfied	415	42.347
Total	980	100



The majority of participants (85.92%) fall under the categories of Satisfied and Highly Satisfied, indicating that there is generally a positive perception that the syllabus achieves a balance between theory and application. However, there is still a minority (14.08%) who express some level of dissatisfaction (Highly Dissatisfied, Dissatisfied, or Neutral) with the balance between theory and application in the syllabus. The majority of participants express satisfaction with the balance between theory and application in the syllabus, but there is still a notable portion with concerns or neutral feelings.

### The syllabus generates interest in the subject area

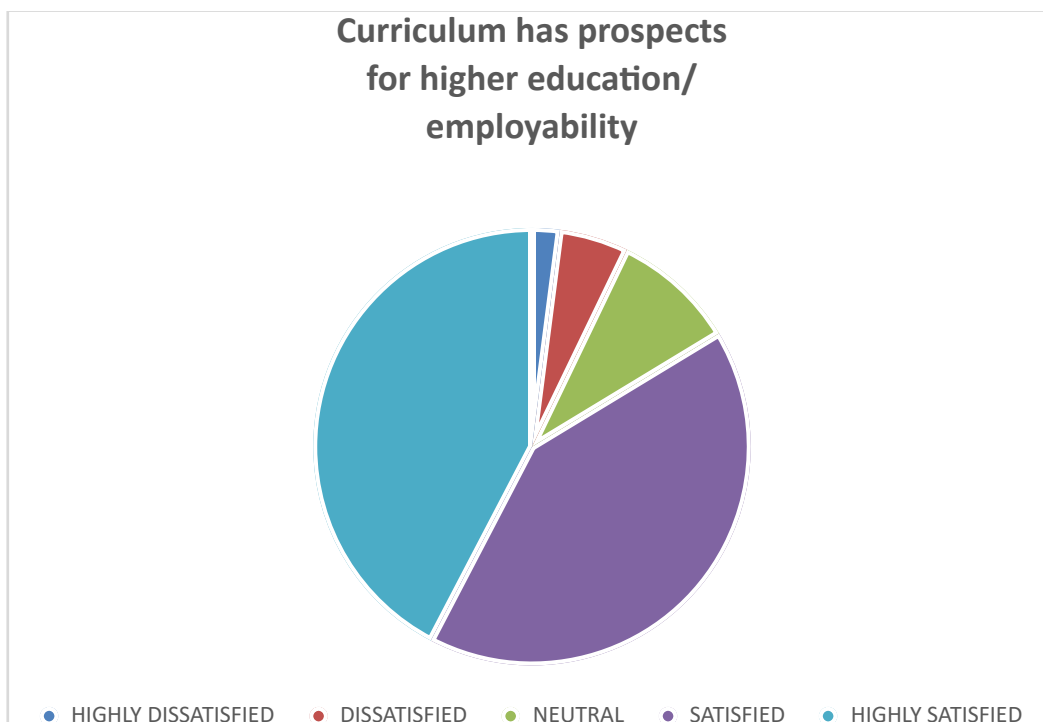
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	30	3.061
Dissatisfied	20	2.041
Neutral	65	6.633
Satisfied	445	45.408
Highly satisfied	420	42.857
Total	980	100



The majority of participants (88.27%) fall under the categories of Satisfied and Highly Satisfied, indicating that there is generally a positive perception that the syllabus is effective in generating interest in the subject area. However, there is still a minority (11.73%) who express some level of dissatisfaction (Highly Dissatisfied, Dissatisfied, or Neutral) with the syllabus's ability to generate interest in the subject area.

**Curriculum has prospects for higher education/ employability**

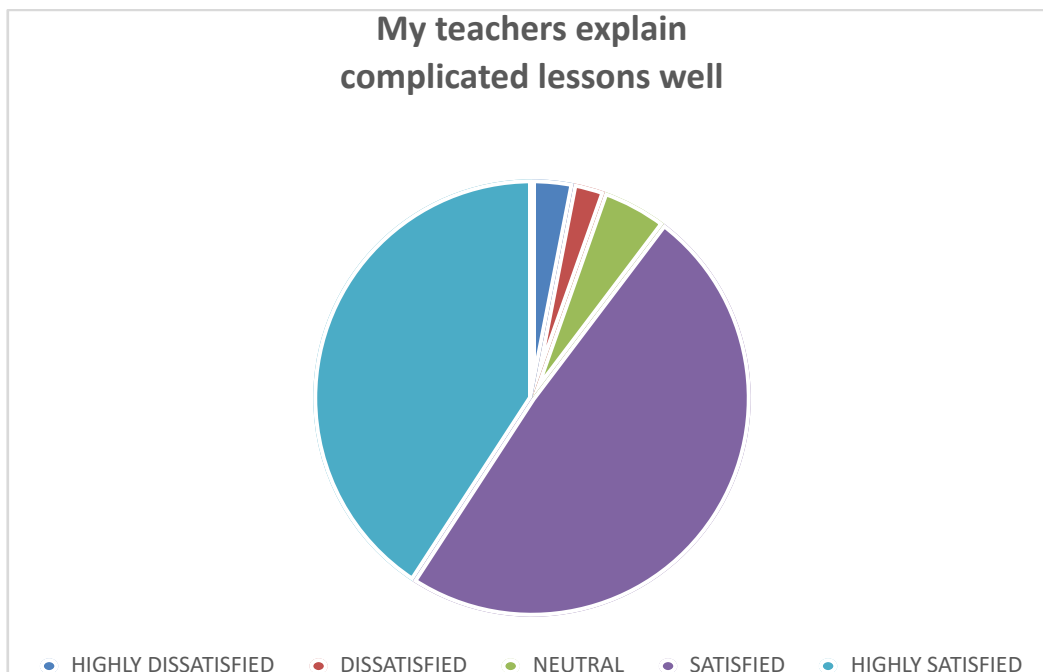
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	20	2.041
Dissatisfied	50	5.102
Neutral	90	9.184
Satisfied	405	41.327
Highly satisfied	415	42.347
Total	980	100



The majority of participants (83.68%) express satisfaction, suggesting a positive perception regarding the curriculum's potential for higher education and/or employability. However, a minority (16.32%) holds some level of dissatisfaction, indicating room for improvement in the curriculum's alignment with higher education and employability goals.

### My teachers explain complicated lessons well

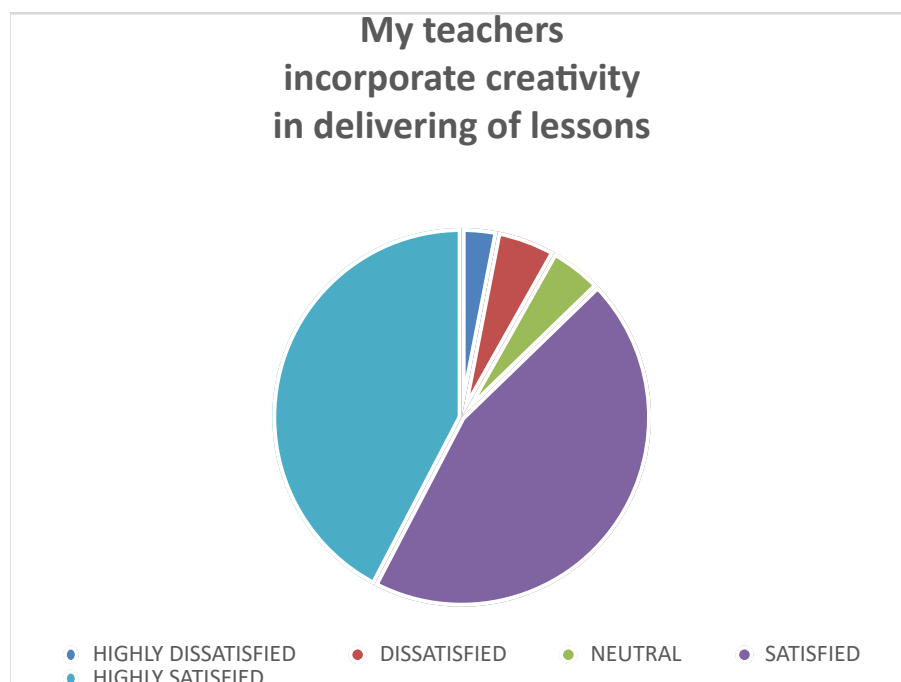
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	30	3.061
Dissatisfied	23	2.347
Neutral	48	4.898
Satisfied	479	48.878
Highly satisfied	400	40.816
Total	980	100



The majority of participants (89.70%) fall under the categories of Satisfied and Highly Satisfied, indicating that there is generally a positive perception that teachers effectively explain complicated lessons. However, there is still a minority (10.30%) who express some level of dissatisfaction (Highly Dissatisfied, Dissatisfied, or Neutral) with the effectiveness of teachers in explaining complicated lessons. In summary, while the majority of participants express satisfaction with the effectiveness of teachers in explaining complicated lessons, there is still a notable portion with concerns or neutral feelings.

## My teachers incorporate creativity in delivering of lessons

Level of Satisfaction	Frequency	Percent
Highly dissatisfied	30	3.061
Dissatisfied	50	5.102
Neutral	45	4.592
Satisfied	440	44.898
Highly satisfied	415	42.347
Total	980	100

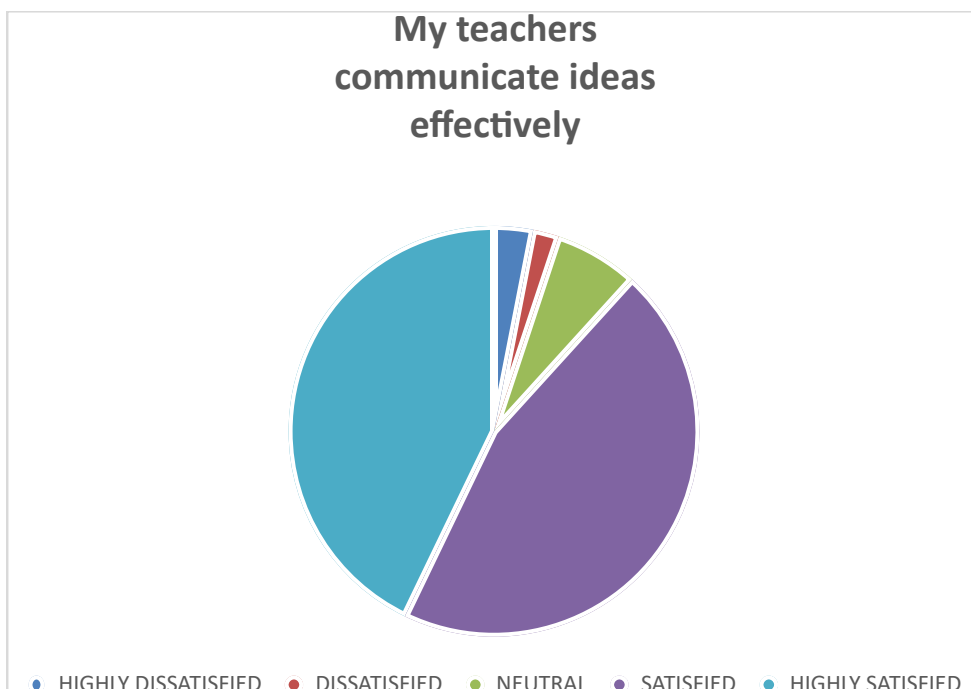


Based on the provided data, it seems to be a survey or assessment of the level of satisfaction among respondents regarding how their teachers incorporate creativity in delivering lessons. 42.35% of respondents are highly satisfied, indicating that they are very pleased with how creativity is incorporated into their lessons. 44.90% of respondents are satisfied with how creativity is incorporated into their lessons. 3.06% of respondents are Highly Dissatisfied fell into this category. These individuals are very unhappy with how creativity is incorporated into their lessons. 5.10% of respondents are dissatisfied but not as severely as the highly dissatisfied group. 4.59% of respondents are neither satisfied nor dissatisfied. They may not have strong feelings either way about the incorporation of creativity in their lessons.

Overall, it appears that a significant majority of respondents (approximately 87.25%) are either satisfied or highly satisfied with how their teachers incorporate creativity in delivering lessons

### My teachers communicate ideas effectively

Level of Satisfaction	Frequency	Percent
Highly dissatisfied	30	3.061
Dissatisfied	20	2.041
Neutral	65	6.633
Satisfied	445	45.408
Highly satisfied	420	42.857
Total	980	100



Based on the above data, it appears to be another survey or assessment regarding the level of satisfaction among respondents with how their teachers communicate ideas effectively. 42.86% of respondents are highly satisfied, indicating that they are very pleased with how effectively their teachers communicate ideas. 2.04% of respondents are dissatisfied but not as severely as the highly dissatisfied group. 6.63% of respondents are neither satisfied nor dissatisfied. They may not have strong feelings either way about the effectiveness of their teachers' communication of ideas. 45.41% of respondents are satisfied with how their teachers communicate ideas effectively. 3.06% of respondents are highly dissatisfied. These individuals are very unhappy with how effectively their teachers communicate ideas.

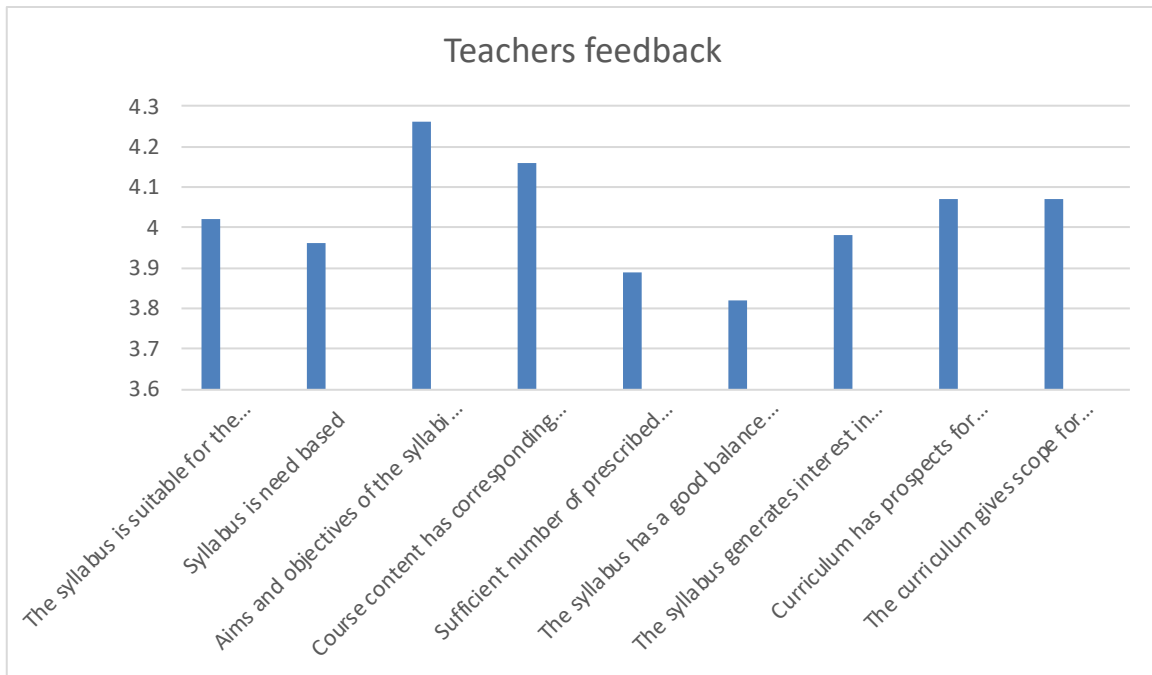
Overall, it appears that a significant majority of respondents (approximately 88.27%) are either satisfied or highly satisfied with how their teachers communicate ideas effectively.



# Teachers Feedback

### Descriptive Statistics (Feedback of Teachers)

Statement	Minimum	Maximum	Mean	Standard deviation	Rank based on mean score
The syllabus is suitable for the programme	1.00	5.00	4.02	0.69414	IV
Syllabus is need based	2.00	5.00	3.96	0.68046	VI
Aims and objectives of the syllabi are well defined and clear	3.00	5.00	4.26	0.51846	I
Course content has corresponding reference materials	2.00	5.00	4.16	0.62076	II
Sufficient number of prescribed books and reference materials are available in the library	1.00	5.00	3.89	0.85949	VII
The syllabus has a good balance between theory and application	2.00	5.00	3.82	0.68460	VIII
The syllabus generates interest in the subject area	2.00	5.00	3.98	0.64063	V
Curriculum has prospects for higher education/employability	2.00	5.00	4.07	0.62277	III
The curriculum gives scope for internship/training/research	3.00	5.00	4.07	0.70355	III



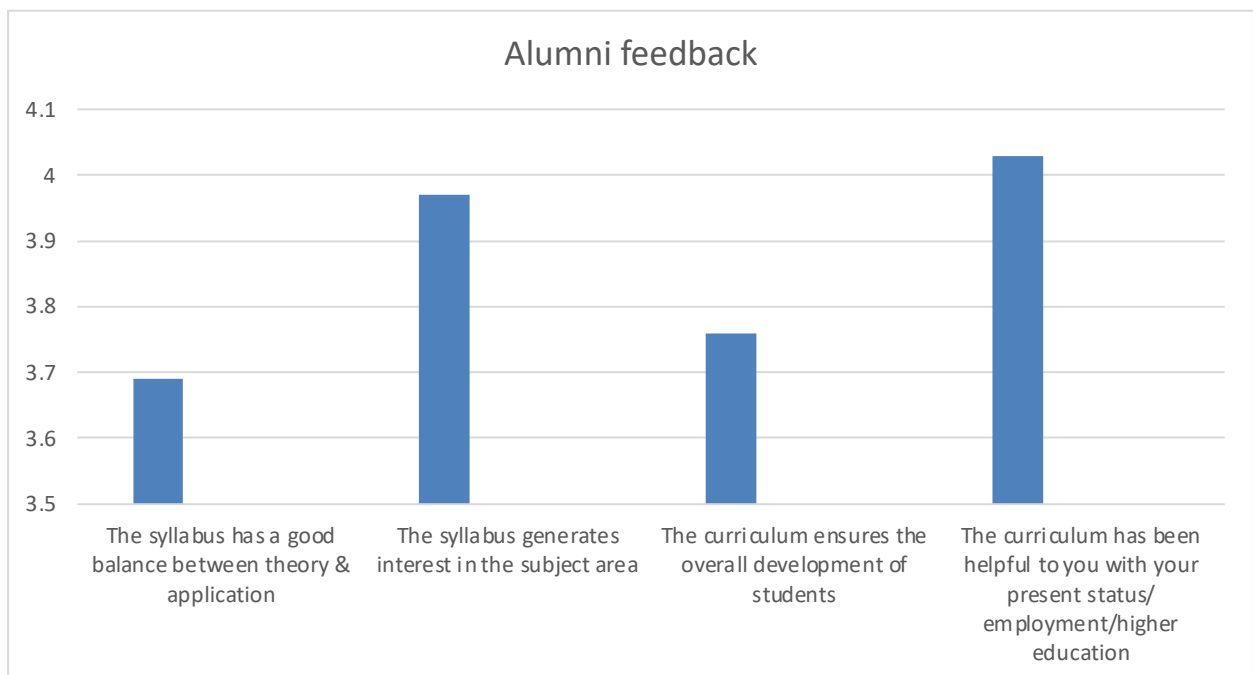
According to the feedback provided by the teachers it is clear that, the mean score ranked first on the statement, “Aims and objectives of the syllabi are well defined and clear” as score 4.26, followed by the statements “Course content has corresponding reference materials” as score 4.16, statements “Curriculum has prospects for higher education/employability” and “The curriculum gives scope for internship/training/research” as score 4.07, then statement “The syllabus is suitable for the programme” as score 4.02, the statement “The syllabus generates interest in the subject area” as score 3.98, the statement “Syllabus is need based” as score 3.96, the statement “Sufficient number of prescribed books and reference materials are available in the library” as score 3.89 and the statement “The syllabus has a good balance between theory and application” as score 3.82.

The teacher’s feedback indicates that the majority responded that the aim and objectives of the syllabi are well defined and clear.

# **Alumni Feedback**

## Feedback of Alumni

Statements	Minimum	Maximum	Mean	Standard deviation	Rank based on mean score
The syllabus has a good balance between theory & application	2.00	5.00	3.69	0.849	IV
The syllabus generates interest in the subject area	2.00	5.00	3.97	0.778	II
The curriculum ensures the overall development of students	2.00	5.00	3.76	0.872	III
The curriculum has been helpful to you with your present status/ employment/ higher education	2.00	5.00	4.03	0.731	I



The mean score comparison of alumni feedback reveals that, “The curriculum has been helpful to you with your present status/ employment/ higher education” which is the most important feedback. It has been followed by statement “The syllabus generates interest in the subject area”, “The curriculum ensures the overall development of students” and “The syllabus has a good balance between theory & application”.

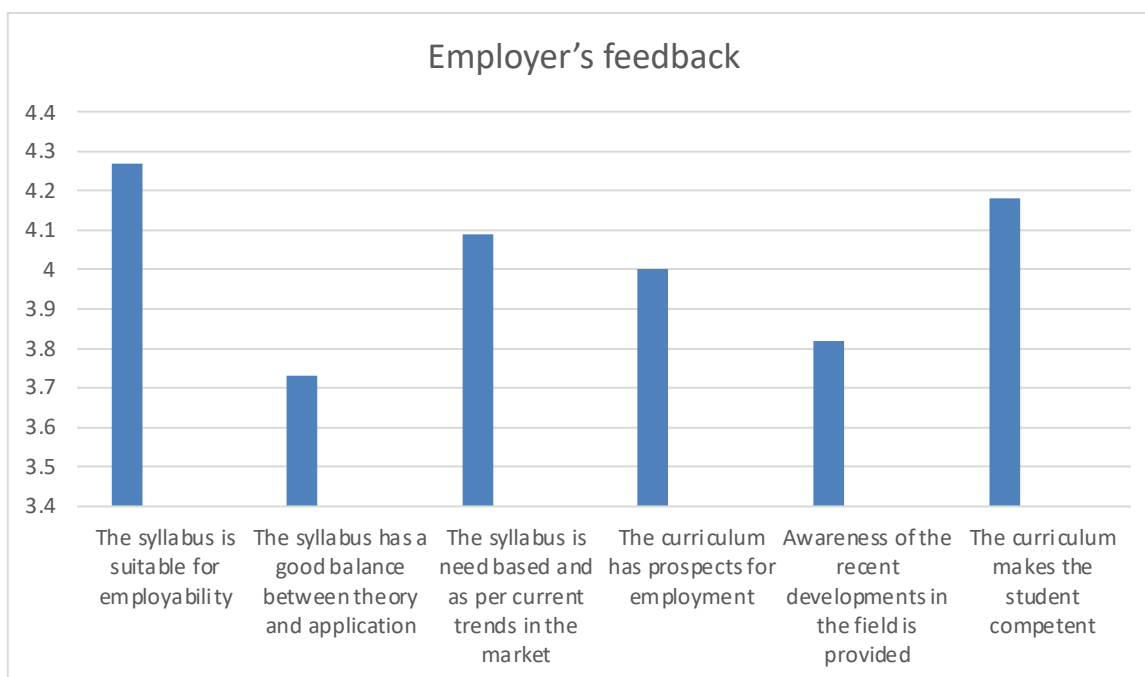
The result indicates that the main feedback of Alumni is that they are satisfied with the curriculum, which helped to develop the status.

# **Employer Feedback**

## Feedback of Employer

Statement	Minimum	Maximum	Mean	Standard deviation	Rank based on mean score
The syllabus is suitable for employability	4.00	5.00	4.27	0.46710	I
The syllabus has a good balance between theory and application	3.00	5.00	3.73	0.78625	VI
The syllabus is need based and as per current trends in the market	2.00	5.00	4.09	0.83121	III
The curriculum has prospects for employment	3.00	5.00	4.00	0.63246	IV
Awareness of the recent developments in the field is provided	3.00	5.00	3.82	0.75076	V
The curriculum makes the student competent	4.00	5.00	4.18	0.40452	II





The mean score of Employer's feedback explains that "The syllabus is suitable for their employability" as mean score 4.27, which is followed by "The curriculum makes the student competent" as mean score 4.18, "The syllabus is need based and as per current trends in the market" as mean score 4.09, "The curriculum has prospects for employment" as mean score 4.00, "Awareness of the recent developments in the field is provided" as mean score 3.82 and "The syllabus has a good balance between theory and application" with mean score 3.73.

The Employer's feedback indicates that the majority responded that the syllabus suitable for their employment.