

IQAC CURRICULUM FEEDBACK REPORT 2020-2021

MALABAR COLLEGE

OF ADVANCED STUDIES, VENGARA
(Aided by Govt. of Kerala & Affiliated to the University of Calicut)



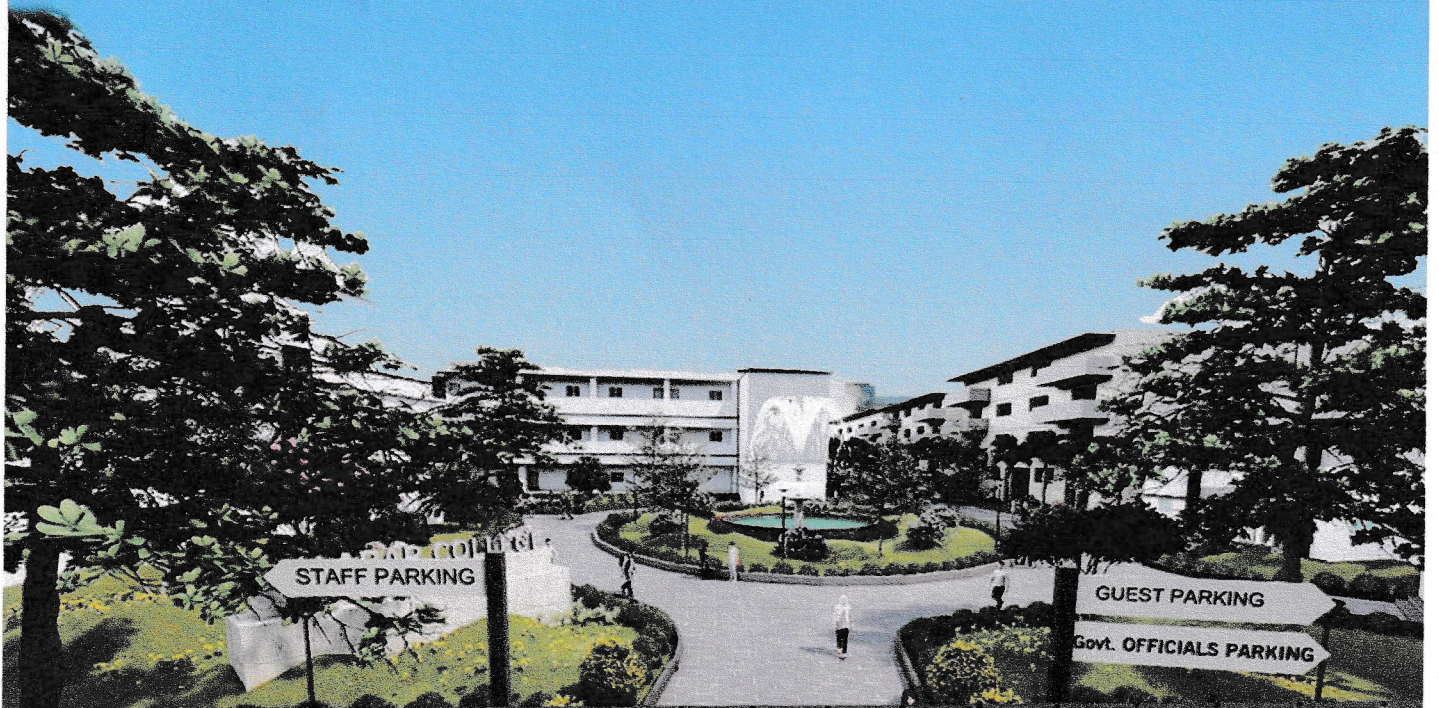
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IQAC STUDENT FEEDBACK REPORT 2020-2021

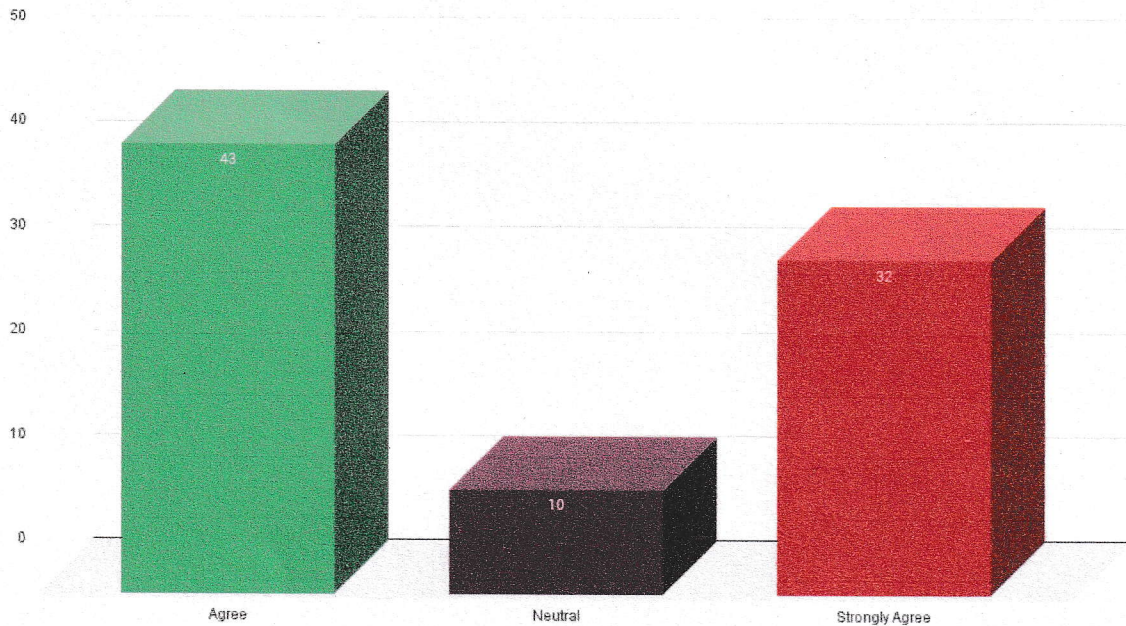
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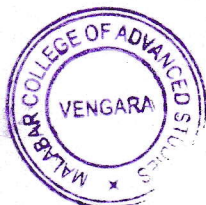
STUDENT FEEDBACK 2020-21

1. Does the institution offer the programs that are relevant and demanding current job scenario?

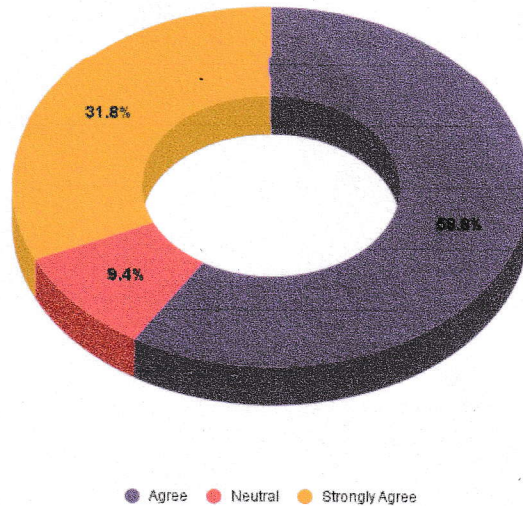


The wide acceptance by the students about the relevance and demand of the programs in the current job scenario can be summed up from the feedback of respondents: 43% 'agree', 32% 'strongly agree' and 10% had a 'neutral' opinion.


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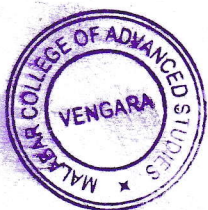


2. Whether contents of the courses offered under your program are up to date and relevant?



It was observed that 58.8% of the respondents 'agree', 31.8% 'strongly agree' and 9.4 % had a 'neutral' opinion regarding the up-to-date-ness and relevance of the contents of the courses offered under their program.

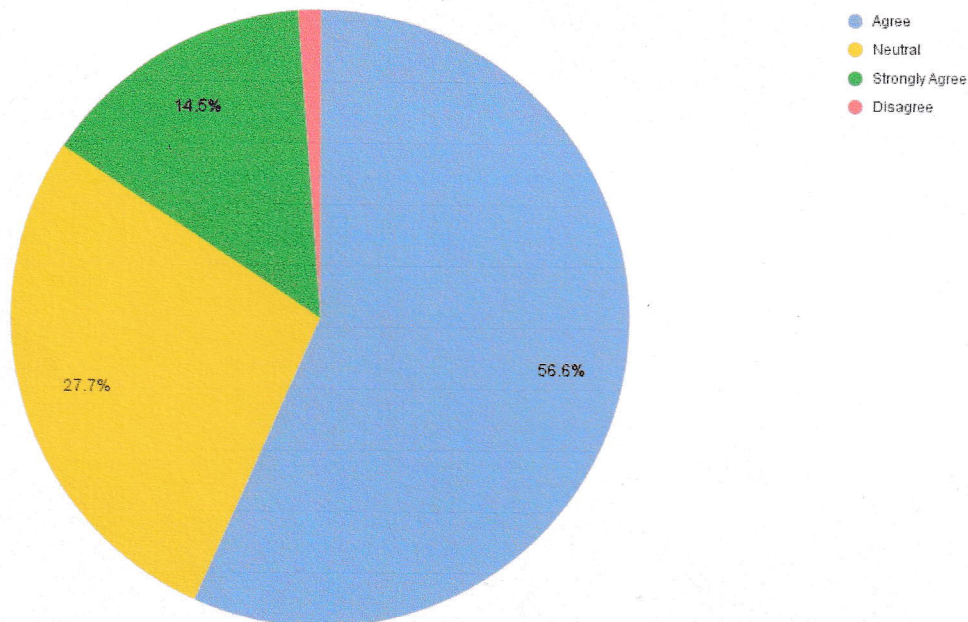
3. Whether your syllabus is drafted in consonance with the objectives of the curriculum?



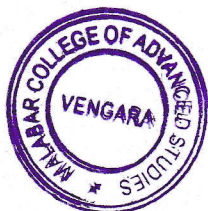
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The acceptance of the respondents about the statement whether their syllabus was drafted in consonance with the objectives of the curriculum can be noticed from the following response collected from the respondents - 52% of the respondents 'agree', 20% 'strongly agree' and 13% had a 'neutral' opinion.

4. Does the curriculum contains interdisciplinary links?

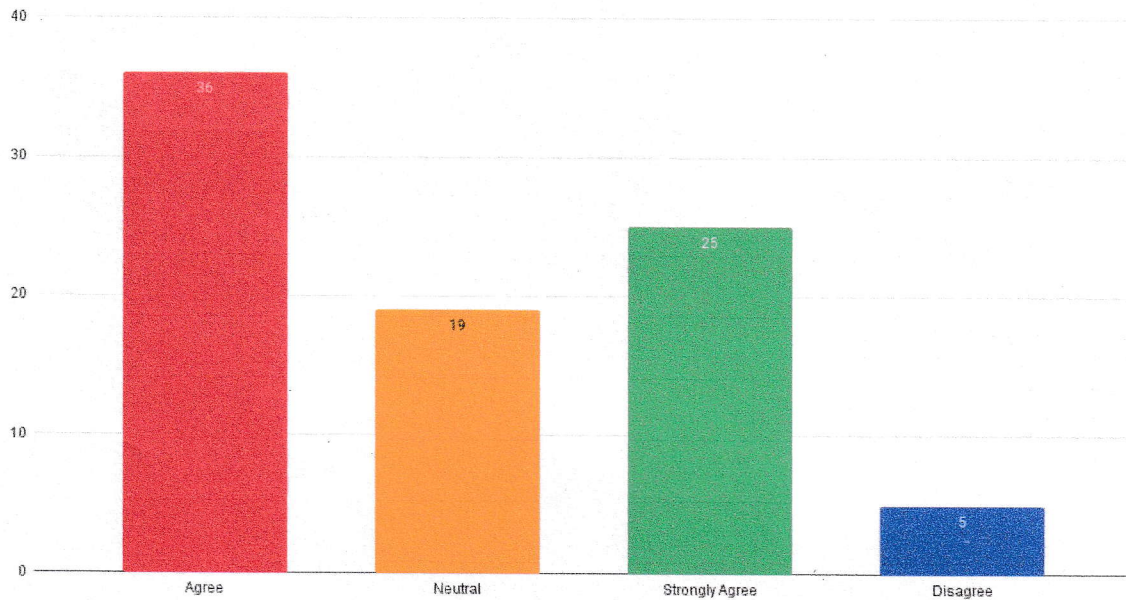


A promising feedback collected from the respondents in the following manner- 56.6% 'agree', 14.5% 'strongly agree' and 27.7% 'neutral' asserts that the interdisciplinary linkages in the curriculum is widely recognised by the students.

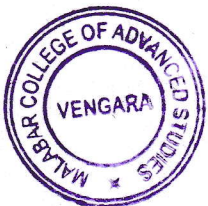



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5. Does the institution integrate cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum?

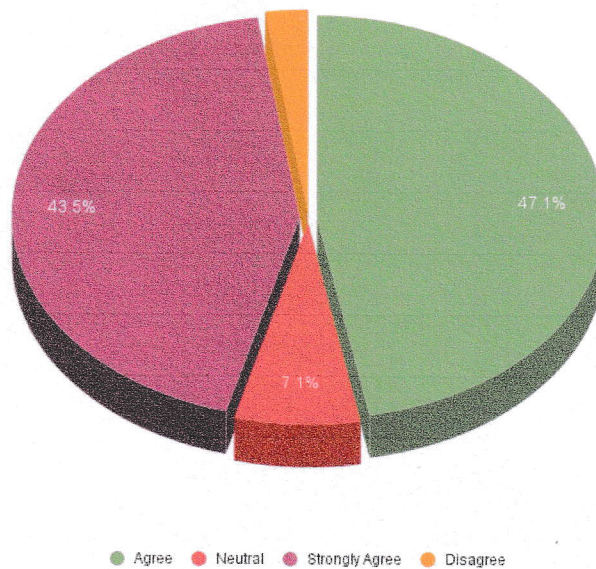


The assertion of respondents about our institutional practice of the integration of cross cutting issues relevant to gender, environment, sustainability, human values and professional ethics into the curriculum can be drawn from the following feedback of respondents - 25% respondents 'strongly agree', 36% 'agree', 19% opined 'neutral' and 3% 'disagree'.



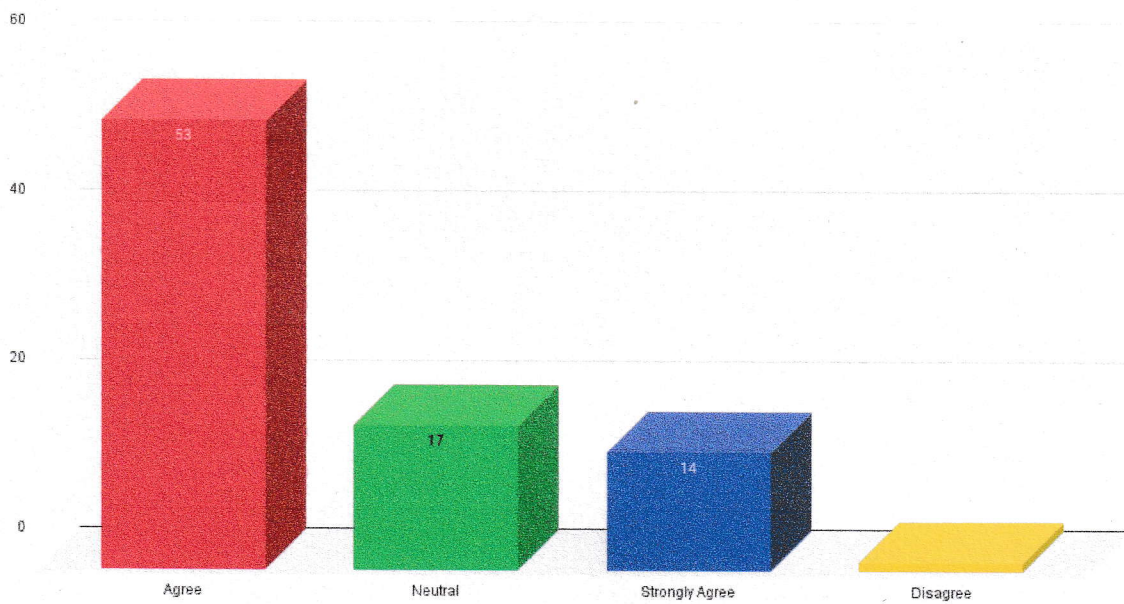

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6. Whether the classes are handled by well qualified and experienced teachers?



Majority of the respondents (47.1% 'agree', 43.5% 'strongly agree' and 7.1% 'neutral') confirmed that the classes in our institution are handled by well qualified and experienced teachers.

7. Does the institution offer flexibility to students in choosing value added courses along with their regular curriculum?



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A predominant part of the respondents (53% 'agree', 14% 'strongly agree and 17% 'neutral') conceded that the institution offers flexibility to students in choosing value added courses along with their regular curriculum.

8. Whether the internal evaluation system of the program is done in an effective manner?

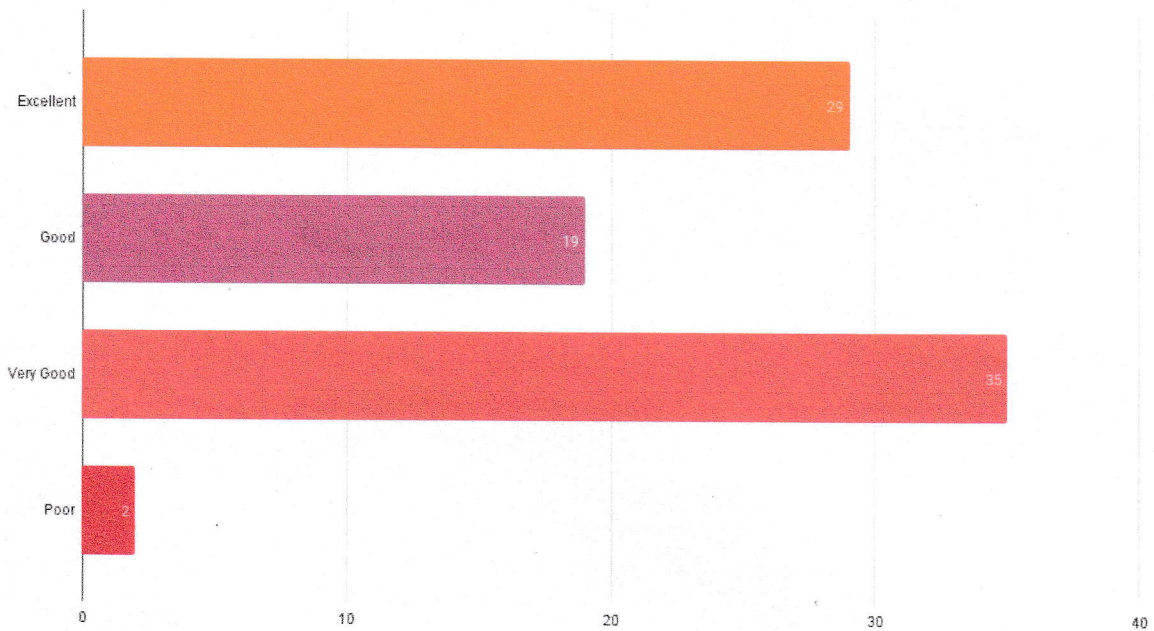


A major chunk of the respondents (56.5% 'agree', 34.1% 'strongly agree and 9.4% 'neutral') opined that the internal evaluation system of their program was done in an effective manner.




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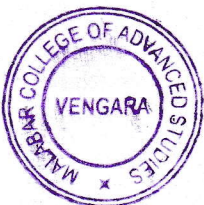
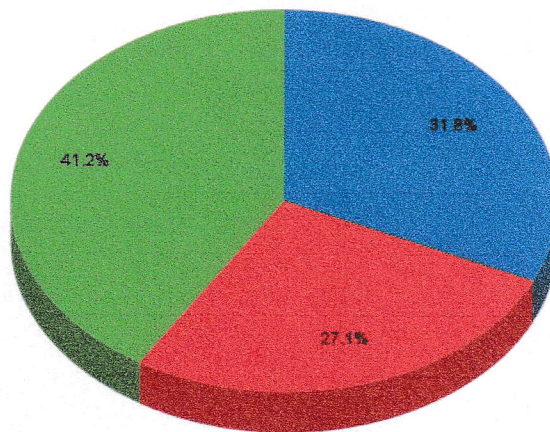
9. Your rating about the learning environment fostered in the campus?



The exquisite rating given by the respondents (29% excellent, 35% 'very good', 19% 'good' and 2% 'poor') conveys the acknowledgement from respondents about the quality of the learning environment fostered in the campus.

10.. Your rating about the integration of the ethical and moral components into the life of the students practiced in the institution?

● Excellent ● Good ● Very Good



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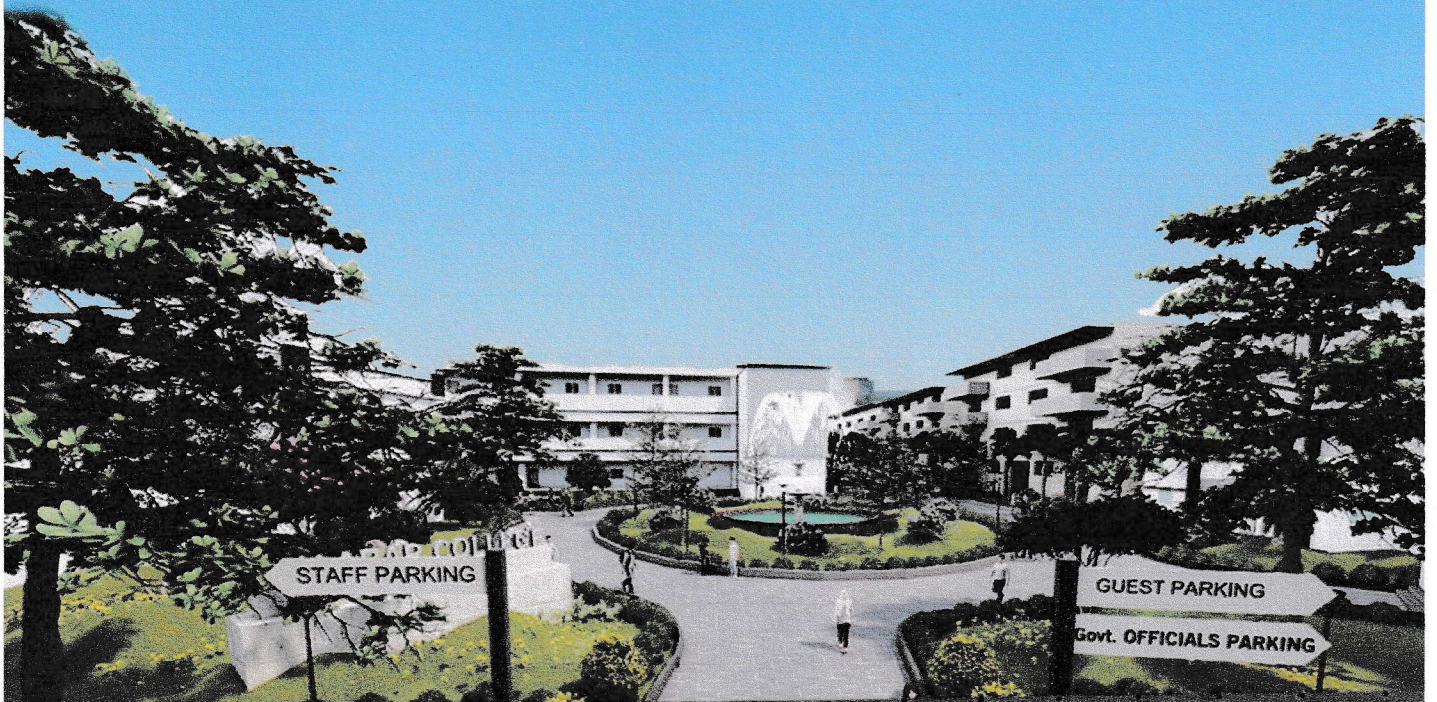
Compliance from majority of the respondents (31.3 % 'excellent', 41.2% 'very good' and 27.1% 'good') signifies that integration of the ethical and moral components into the life of the students is practiced in the institution.



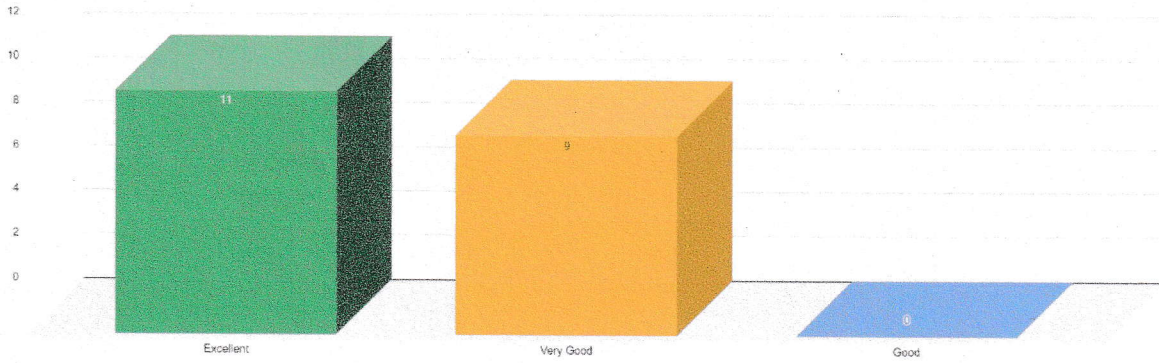


IQAC FEEDBACK REPORT ON TEACHERS 2020-2021

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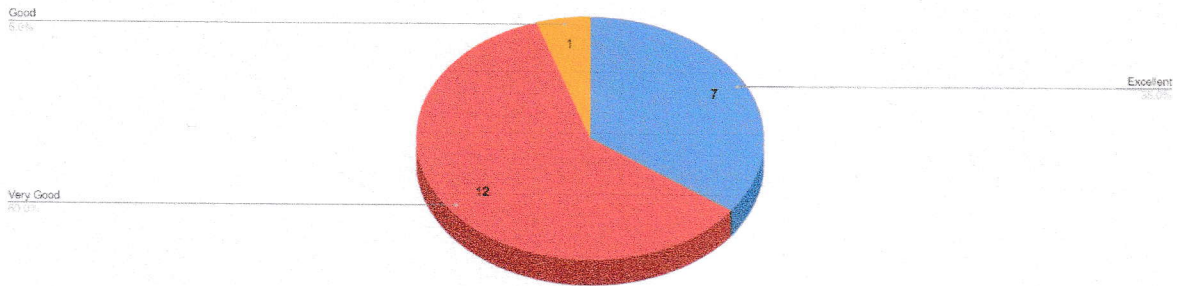


1. Whether the institution offer programmes that are relevant and demanding in the job scenario?



The wide acceptance by the teachers about the relevance and demand of the programs in the current job scenario can be summed up from the feedback of respondents: 55% respondents had an 'excellent' opinion and 45% had 'very good' opinion.

2. Whether the objectives of the curriculum are well defined and clearly stated?

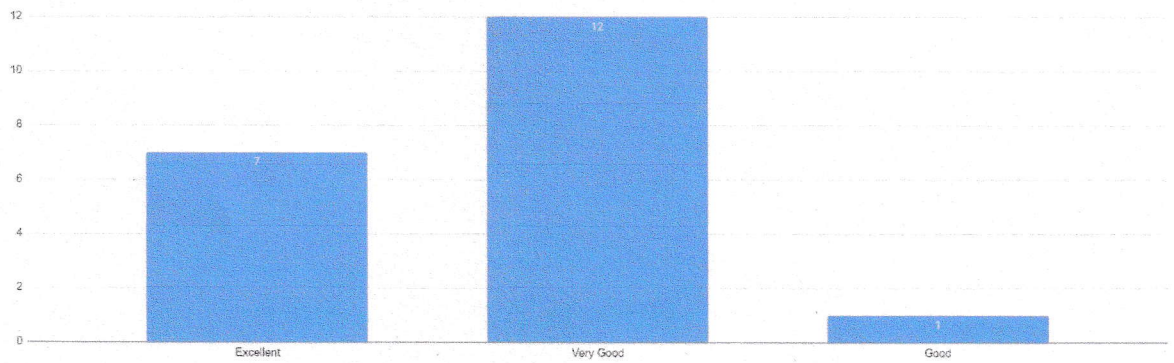


The acceptance of the respondents about the statement whether the objectives of the curriculum are well defined and clearly stated can be noticed from the following response collected from the respondents – 35% respondents had an 'excellent' opinion , 60% had 'very good' opinion 5 % of the respondents had 'good' opinion.



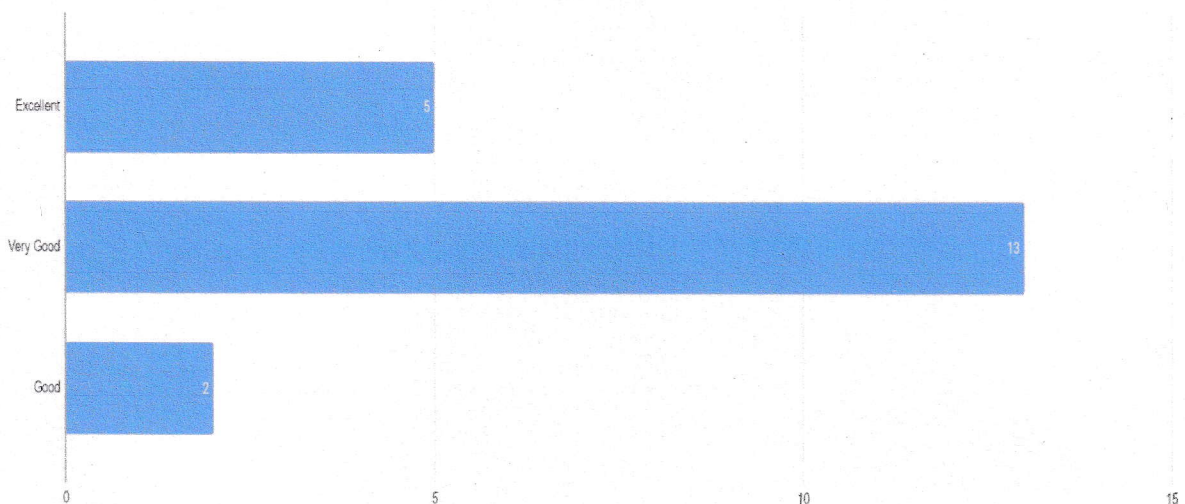
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3. Whether the syllabus is drafted in consonance with the objectives of curriculum?

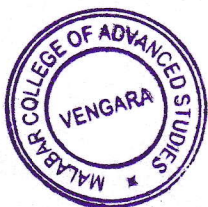


It was observed that 35% of the respondents had 'excellent' opinion, 60% had 'very good' opinion and 5 % had a 'good' opinion regarding the drafting of syllabus in consonance with the objectives of the curriculum.

4. Whether logical development in the content/topics and sub-divisions are maintained in the curriculum?

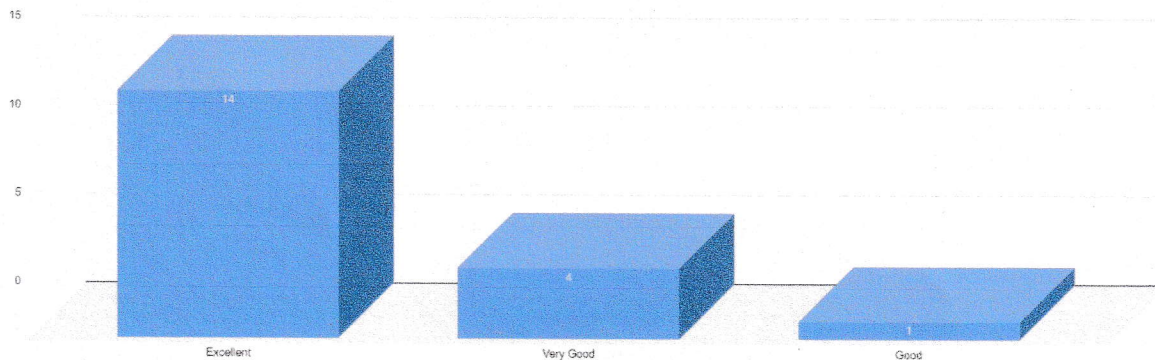


The wide acceptance of the respondents about the statement whether logical development in the content/topics and subdivisions are maintained in the curriculum can be noticed from the following response. 25% of the respondents had 'excellent' opinion, 65% had 'very good' opinion and 10% had a 'good' opinion.



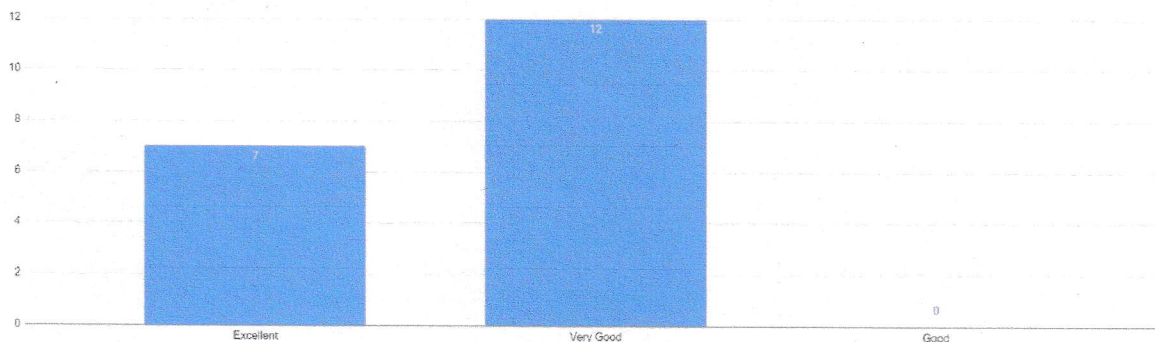
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5. Content of the courses offered under the programme is up-to-date and relevant.



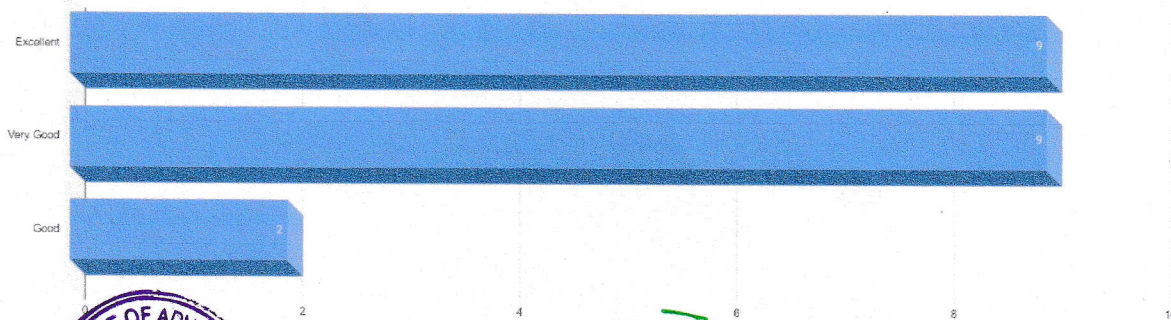
The response from majority of the teachers (50% ‘excellent’, 40% ‘very good’ and 10% ‘good’) confirmed that content of the courses offered under the program is up-to-date and relevant.

6. Does the curriculum provide sufficient opportunities for students for the development of necessary skills required for the practical aspect of the discipline?



Entire respondents (40% ‘excellent’, 50% ‘very good’, 10% ‘good’) conceded that the curriculum provides sufficient opportunities for the development of necessary skills required for the practical aspect of the discipline.

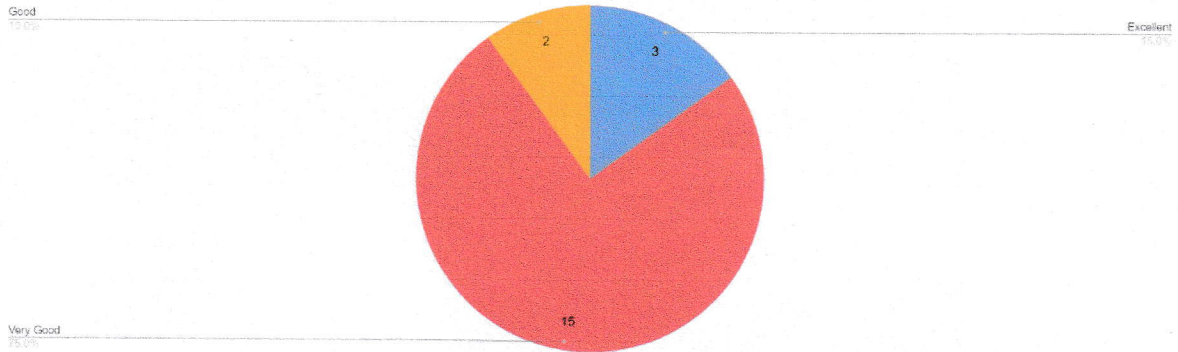
7. Does the curriculum contain research-based topics with instills the curiosity among the students for further exploring and experiential learning?



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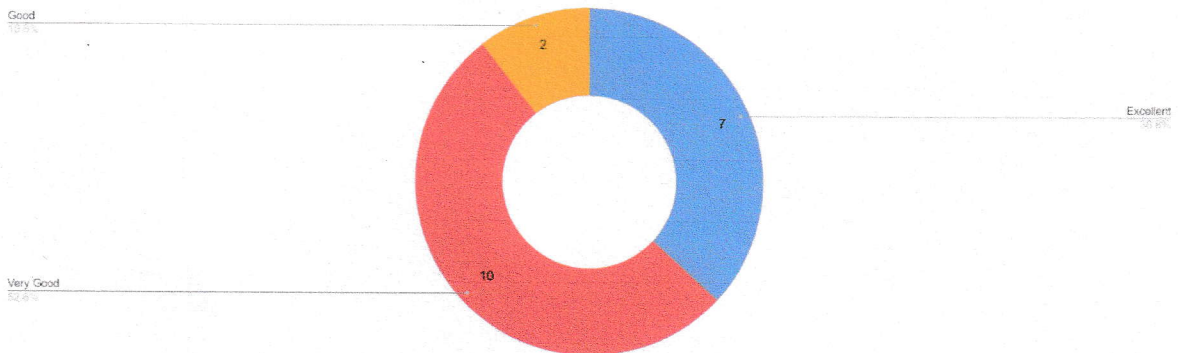
Majority of the respondents (50% 'excellent', 30% 'very good', 15% 'good') agreed that the curriculum contains research-based topics which instils the curiosity among the students for further exploring and experiential learning.

8. Does the curriculum reflect concern to improve quality of life relating to population welfare and conservation of environment?

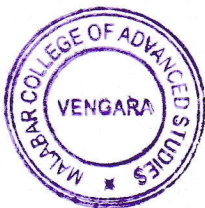


Compliance from majority of the respondents (15% 'excellent', 75% 'very good' and 10% 'good') signifies that the curriculum reflects concern to improve quality of life relating to population welfare and conservation of environment.

9. Does the Curriculum obtains inter disciplinary links?

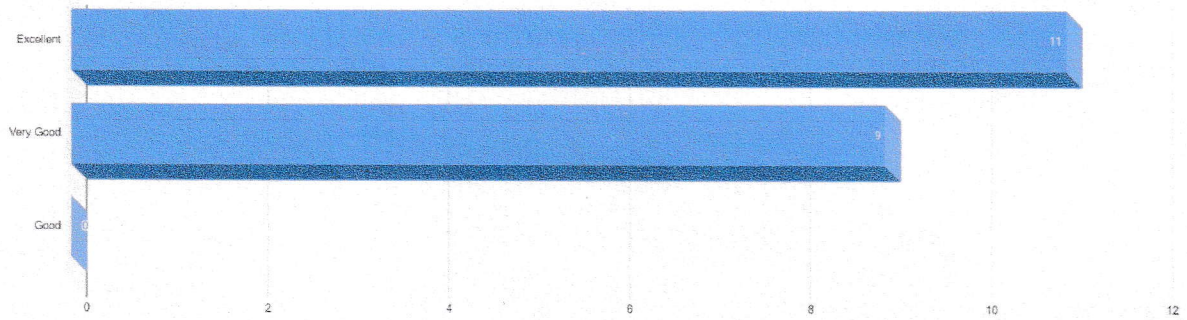


A promising feedback collected from the respondents in the following manner- 45% 'excellent', 50% 'very good' and 5% 'disagree' asserts that the interdisciplinary linkages in the curriculum is widely recognised by the faculty members as well.



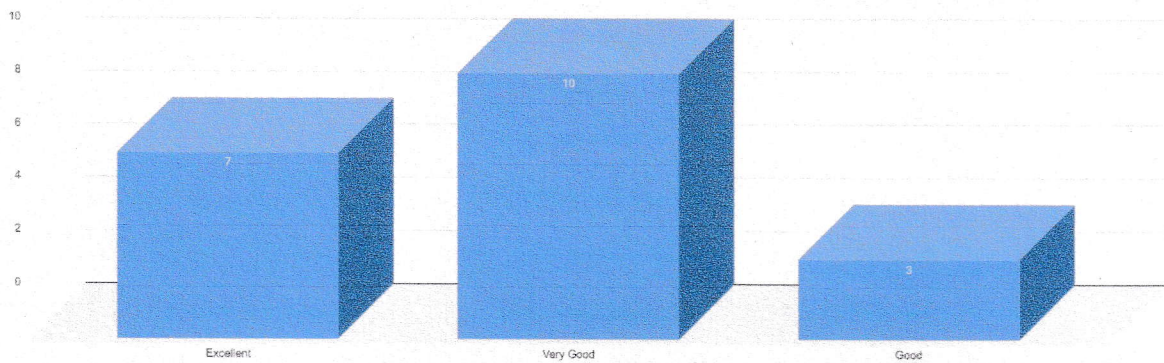
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10. Does the institution integrate cross cutting issues relevant to Gender, environment and Sustainability, Human values and Professional Ethics into curriculum?



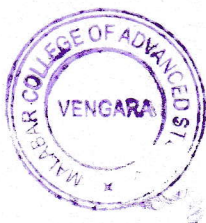
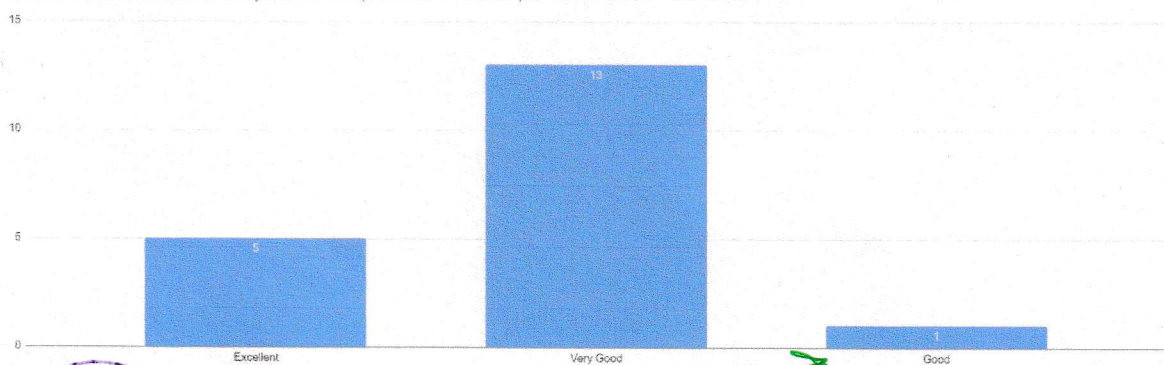
The assertion of teachers about our institutional practice of the integration of cross cutting issues relevant to gender, environment, sustainability, human values and professional ethics into the curriculum can be drawn from the following feedback of respondents - 45% respondents had 'excellent' opinion and 55% had 'very good' opinion.

11. Does the institution offer the flexibility to students in choosing value added courses along with their regular curriculum?



Entire respondents (30% 'excellent' and 70% 'very good') opined that the institution offers flexibility to students in choosing value added courses along with their regular curriculum.

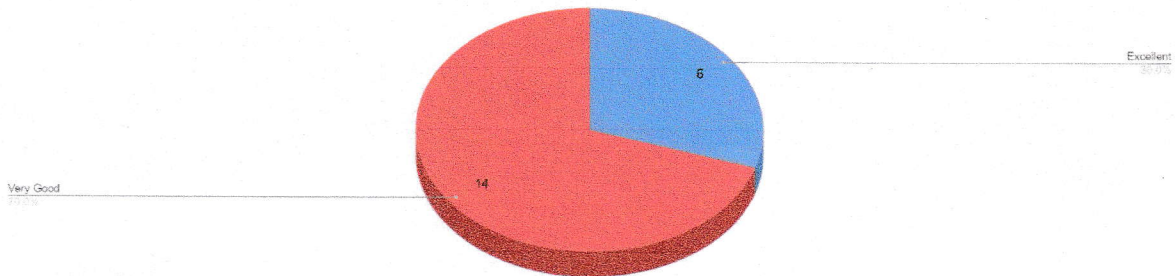
12. The external examination system is comprehensive and on par with national standards?



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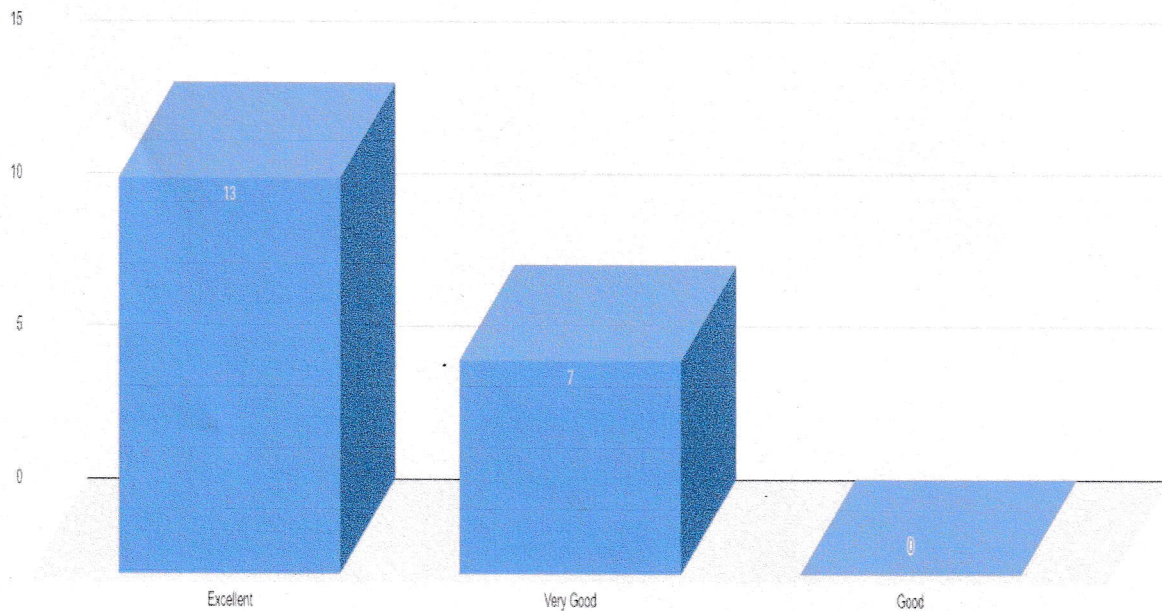
Entire respondents (5% 'excellent' and 75% 'very good' and 20% 'good') opined that the external examination system is comprehensive and on par with national standards.

13. The internal evaluation system of programme is effective, Transparent and unbiased.

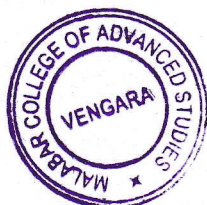



Entire respondents (40% 'excellent' and 55% 'very good' and 5% 'good') opined that the internal evaluation system of their program is effective, transparent and unbiased.

14. Relevance of education imparted in the college in your present job

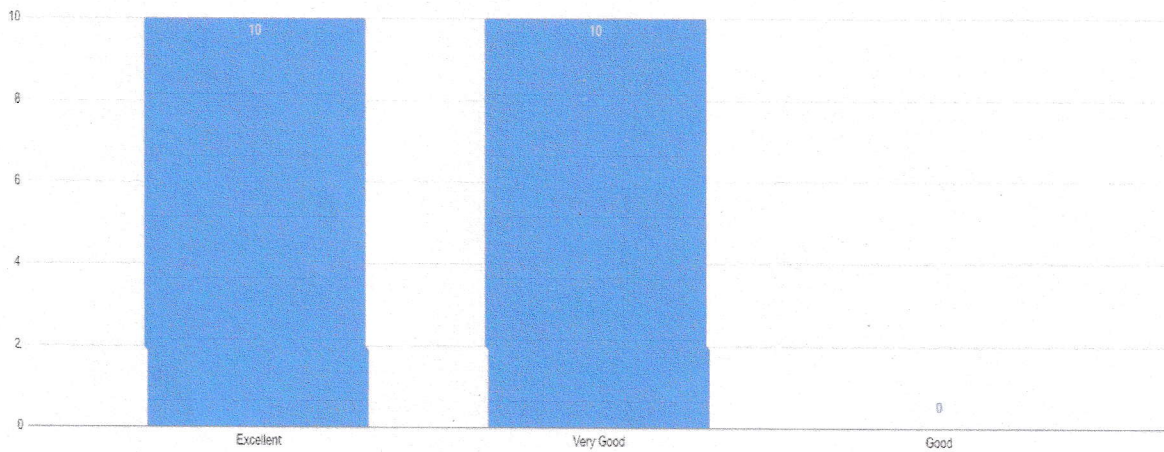


The appreciation of the relevance of education imparted in our institution can be summarised from their respondents – 65% had “excellent” opinion and 35% had “very good” opinion.



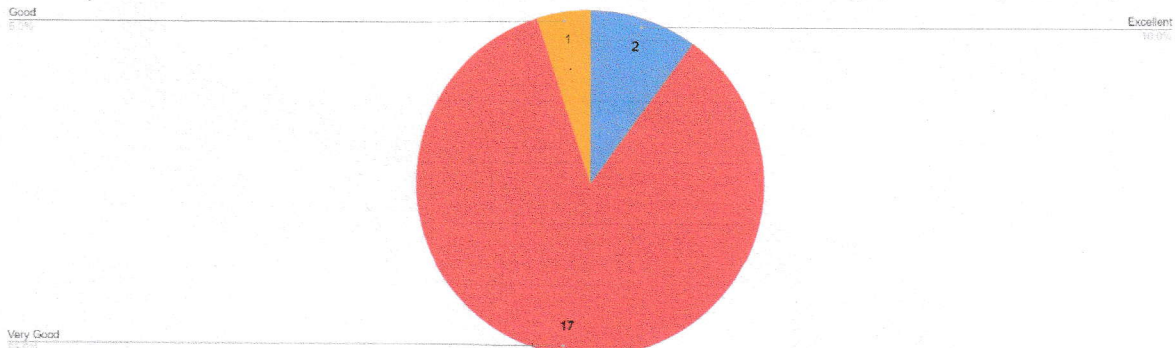

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15. The open courses offered CBCSS are diverse and resourceful.



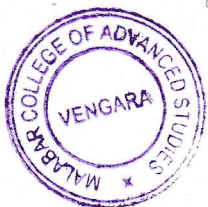
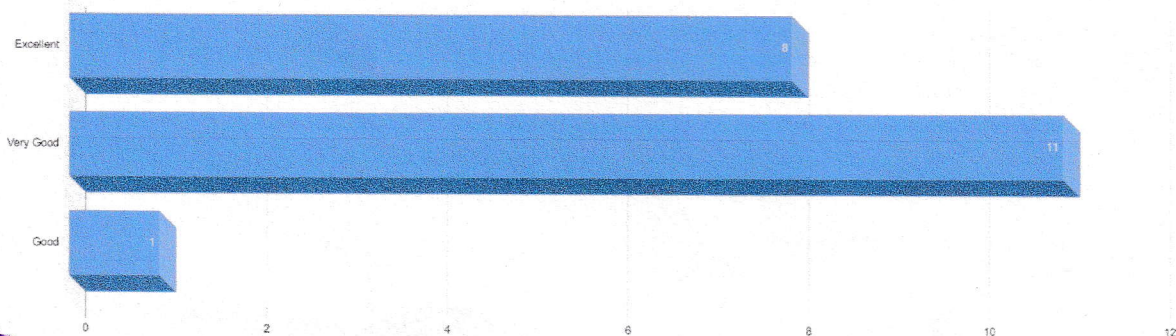
The diverse nature and resourcefulness of the open courses offered under CBCSS pattern are appreciated by the entire respondents (50% excellent and 50% very good).

16. The curriculum has the capability to enhance students' competency in communication, critical thinking, problem solving and creativity.



The capability of the curriculum to enhance student's competency in communication, critical thinking, problem solving and creativity is acknowledged by the entire respondents – 85% very good, 10% excellent and 5 % good.

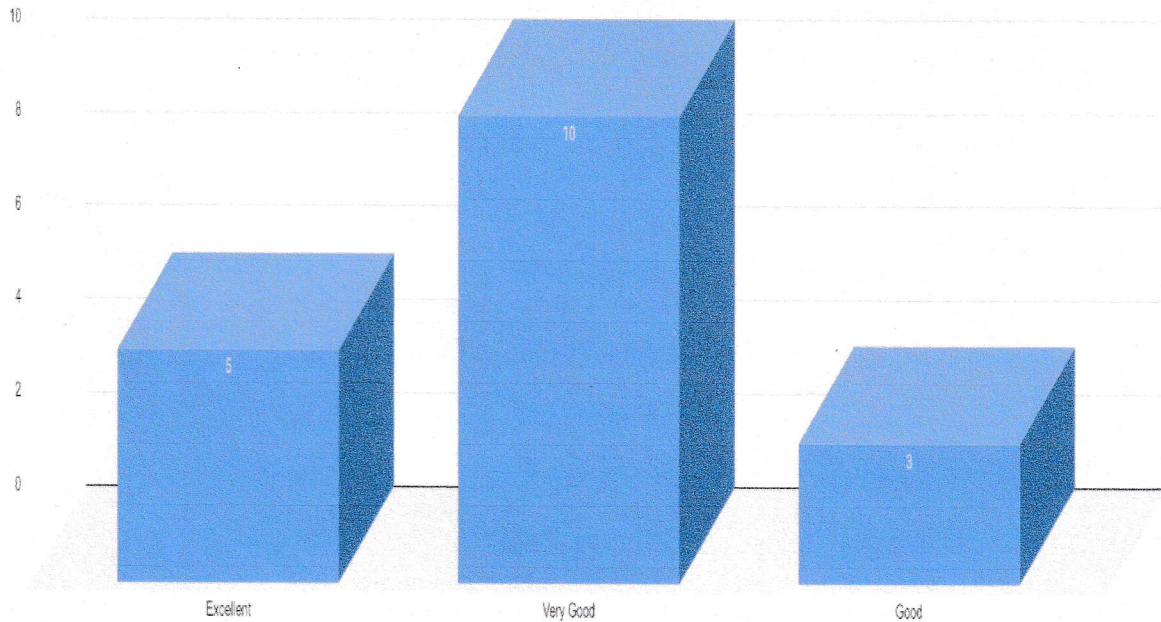
17. Programmes are capable of catering to the personal and professional requirements of the students.



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The capacity of the programmes offered in the institution to cater to the personal and professional requirements of the students is appreciated by the whole respondents (40% excellent, 55% very good and 5% good).

18. Conduct of examinations and publications of results are strictly according to the predetermined schedule.



Entire respondents had a commendable opinion regarding the conduct of examinations and publication of results according to the predetermined schedule (35% excellent, 50% very good and 15% good).

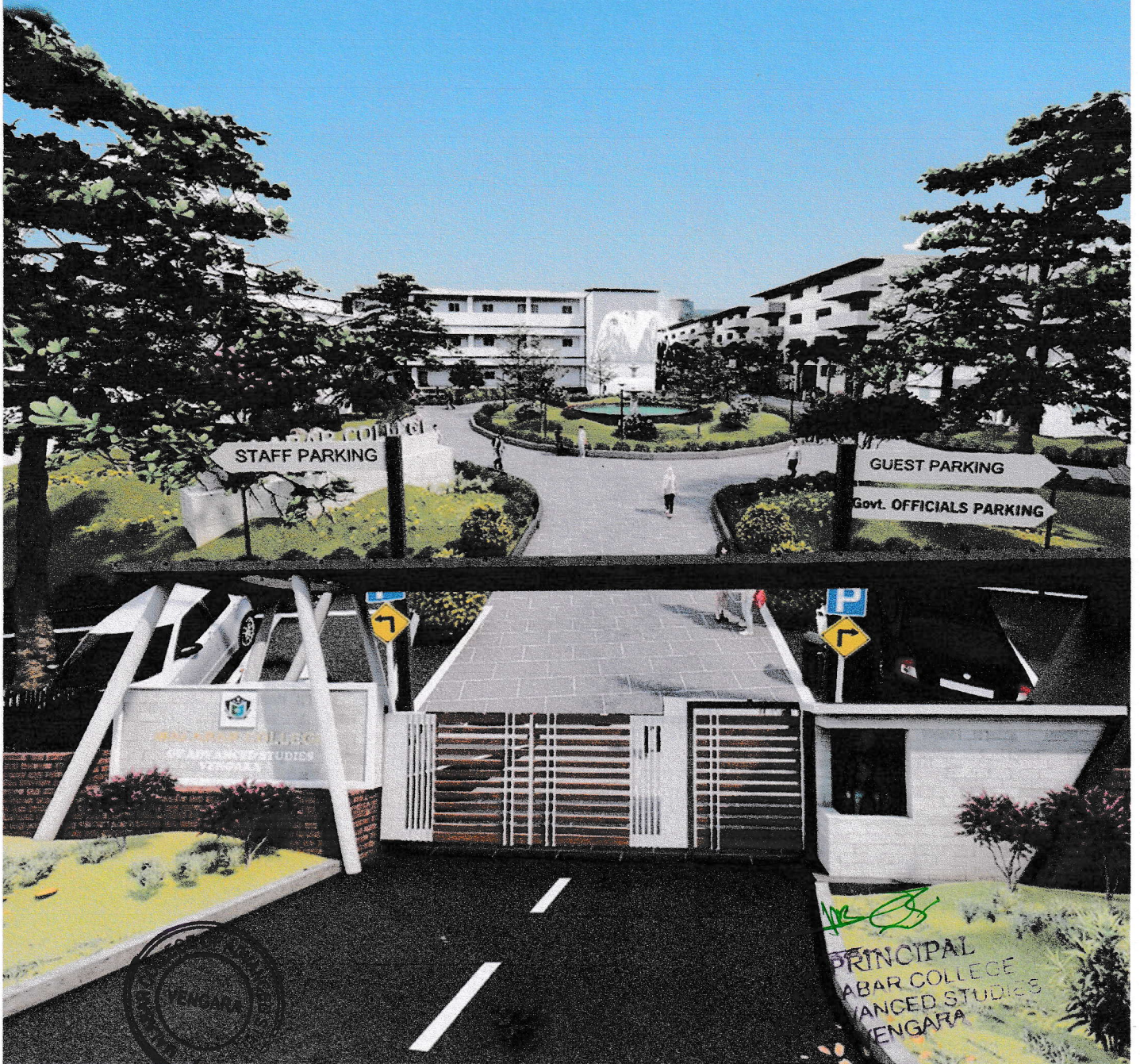

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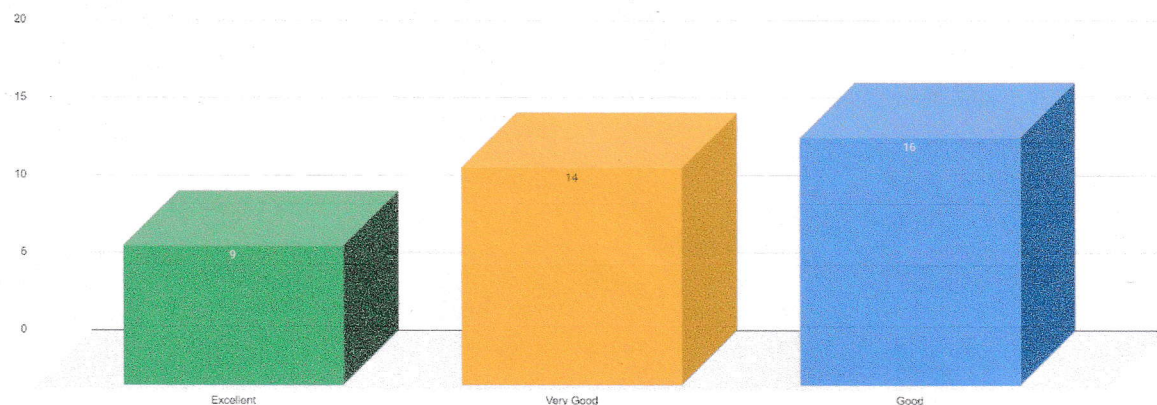
IQAC ALUMNI FEEDBACK REPORT 2020-2021

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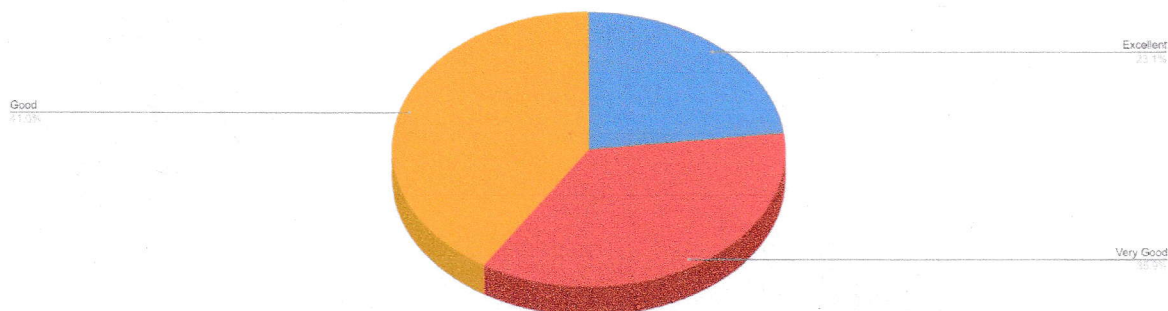
ALUMNI FEEDBACK 2020-21

1. academic initiatives taken by the college to bridge the gap between industry and academia




The wide acceptance by the alumni about the academic initiatives taken by the college to bridge the gap between industry and academia can be summed up from the feedback of respondents: 23% respondents had an 'excellent' opinion, 36% had 'very good' opinion and 41 % had 'good' opinion.

2. activities organized by the college for overall development of students

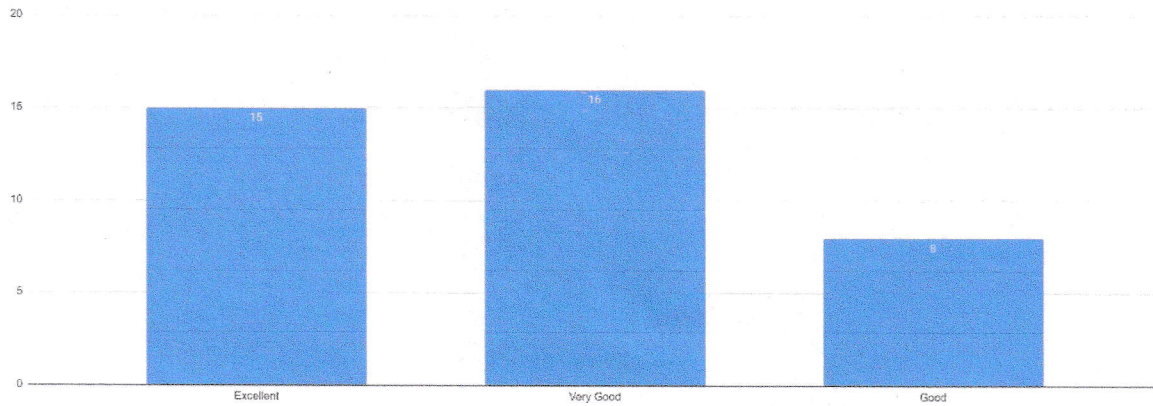


The acceptance of the alumni about the activities organised by the college for the overall development of students can be noticed from the following response collected from the respondents – 23% respondents had an 'excellent' opinion and 36 % of the respondents had 'very good' opinion and 41% had 'good' opinion.



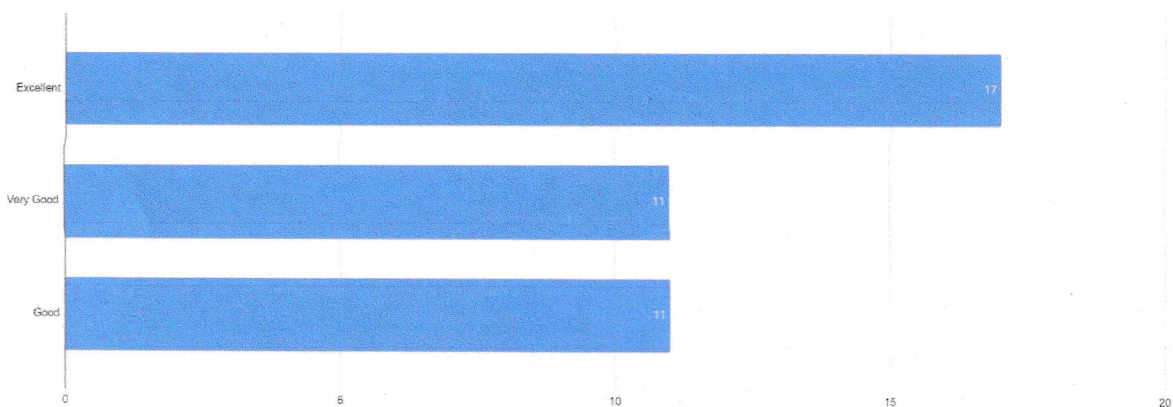

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3.admission procedure




It was observed that 38% of the respondents had 'excellent' opinion, 41% had 'very good' opinion and 21 % had a 'good' opinion regarding the steps involved during the admission procedure.

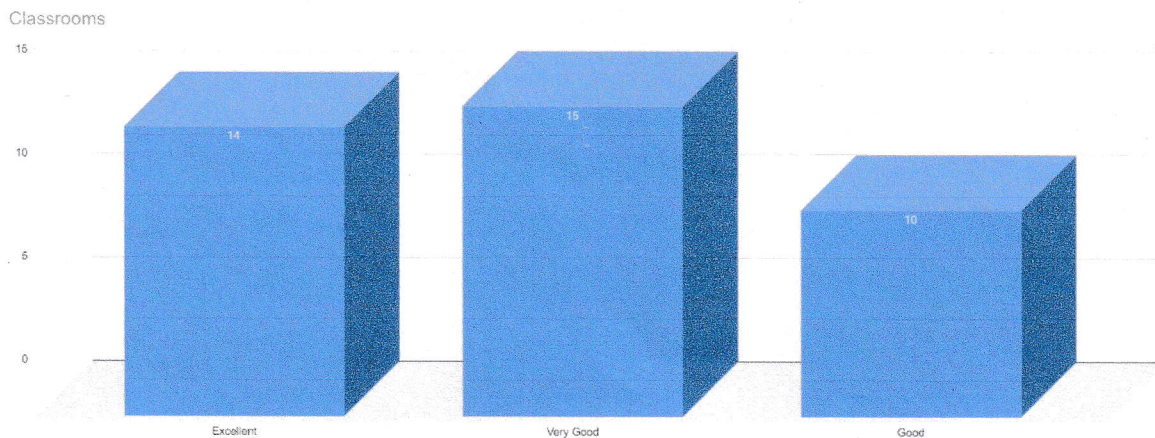
4.alumni association or network of old friends



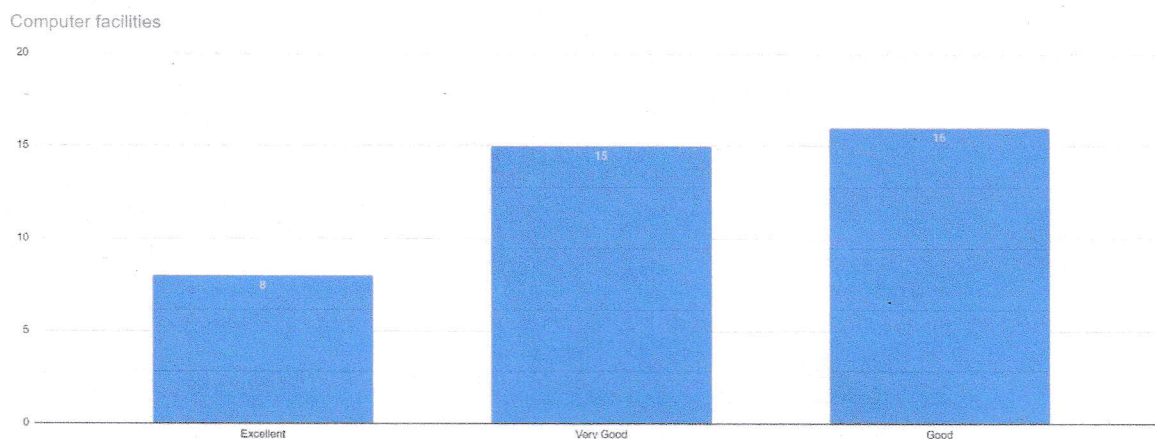
The wide acceptance of the respondents about the activities of the alumni association or network of old friends can be noticed from the following response. 43% of the respondents had 'very good' opinion, 28% had 'excellent' opinion and 28% had a 'good' opinion.




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The response from majority of the teachers (36% 'excellent', 38% 'very good' and 26% 'good') confirms their satisfaction about the classroom facilities that are available in the college.

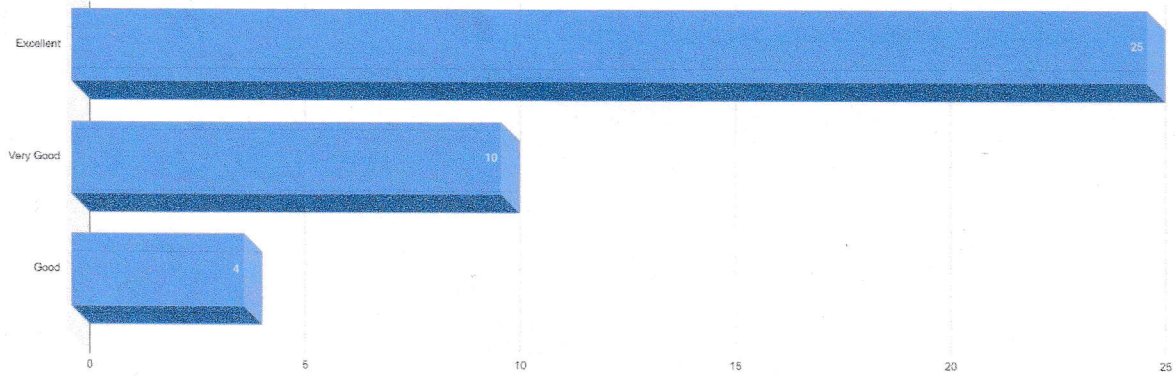


Entire respondents (21% 'excellent', 38% 'very good', 41% 'good') give an affirmation to the availability of computer facilities in the college.



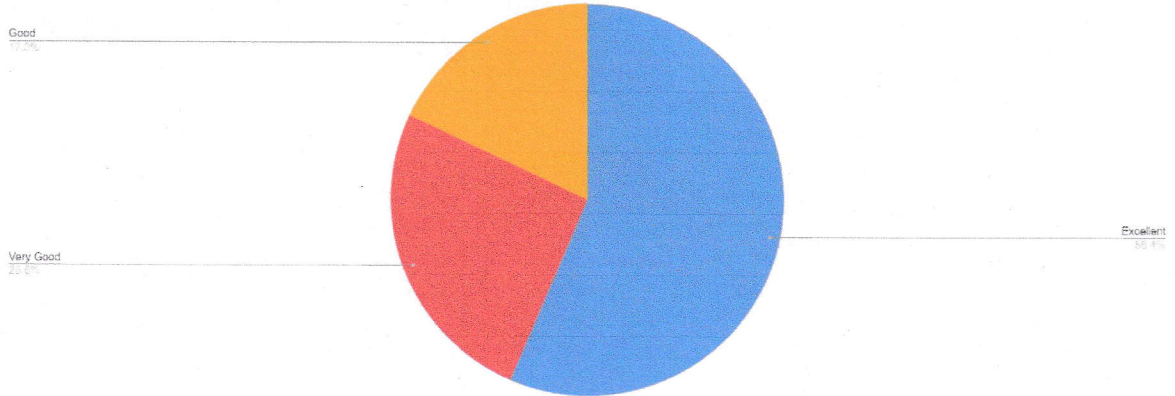
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7. Cooperation and support by faculty members for academic support and overall development of students




Majority of the respondents (64% 'excellent', 26% 'very good', 10% 'good') agreed about the cooperation and support extended by the faculty members for academic support and overall development of students.

Relevance of courses studied

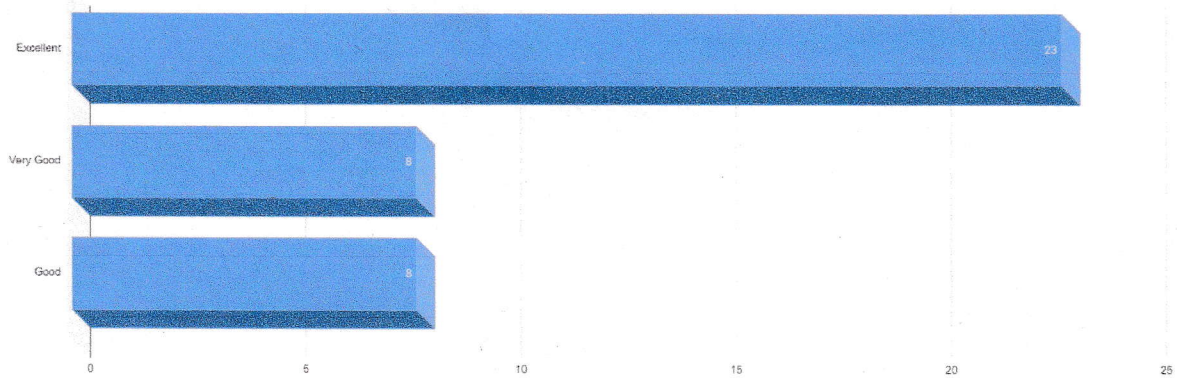


Compliance from majority of the respondents (56% 'excellent', 26% 'very good' and 18% 'good') signifies the relevance of the courses studied in the present job market.



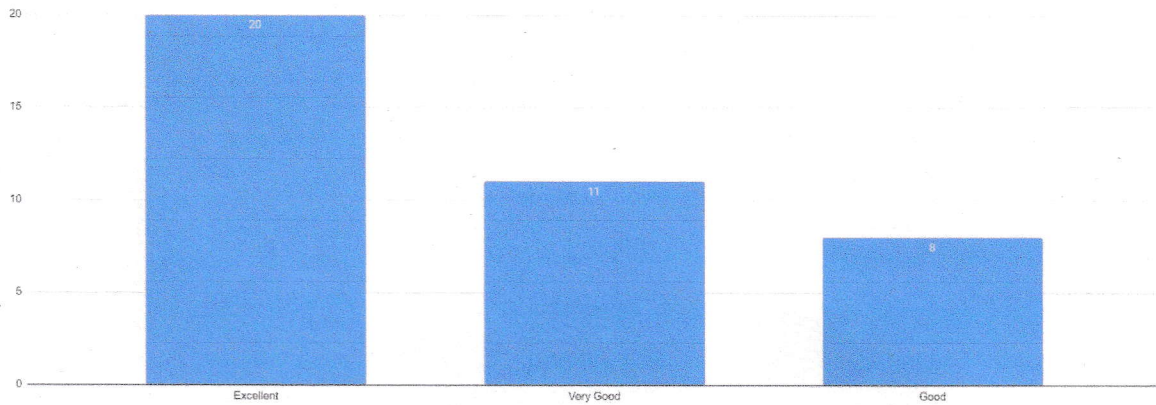

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10. Industry visits conducted as directed in the syllabi



The assertion of teachers about the experience received from the industrial visits conducted during their course of study from the following feedback of respondents - 59% respondents had 'excellent' opinion, 21% had 'very good' opinion and 21% had 'good' opinion.

12. Relevance of the inclusion of Project in the curriculum

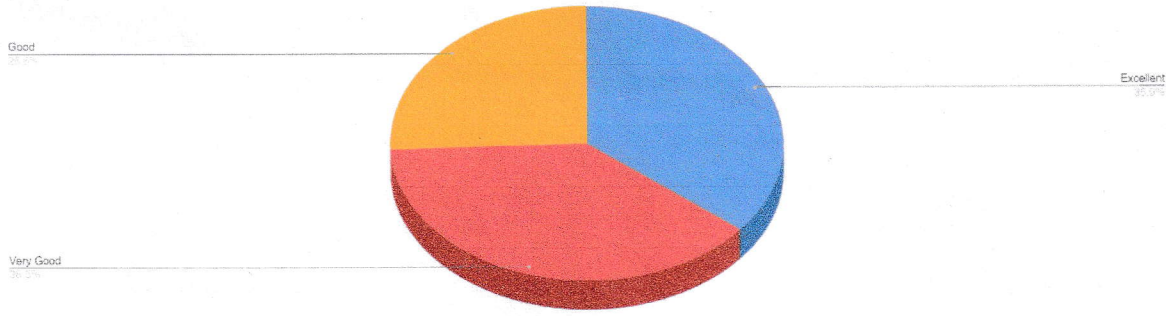


Entire respondents (51% 'excellent' and 28% 'very good' and 21% 'good') had remarkable opinion about the relevance of inclusion of project in the curriculum.



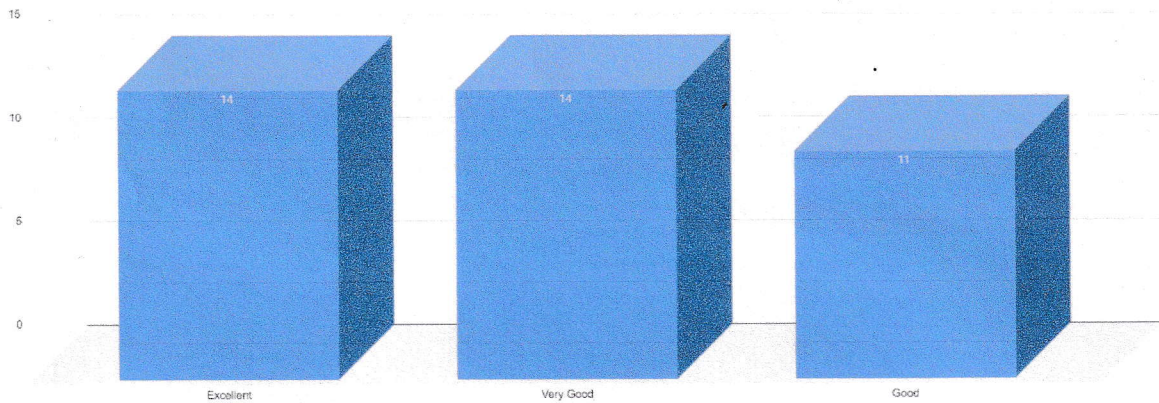
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13. Reception of regular updates from the institute through Mails/Calls/SMS etc.




Entire respondents (36% 'excellent' and 39% 'very good' and 26% 'good') opined that they are receiving regular updates from the institute through mails/calls/sms.

14. Relevance of education imparted in the college in your present job



The exquisite rating given by the respondents (36% excellent, 36% 'very good' and 28% 'good') conveys the relevance of education imparted in the college in their present job.

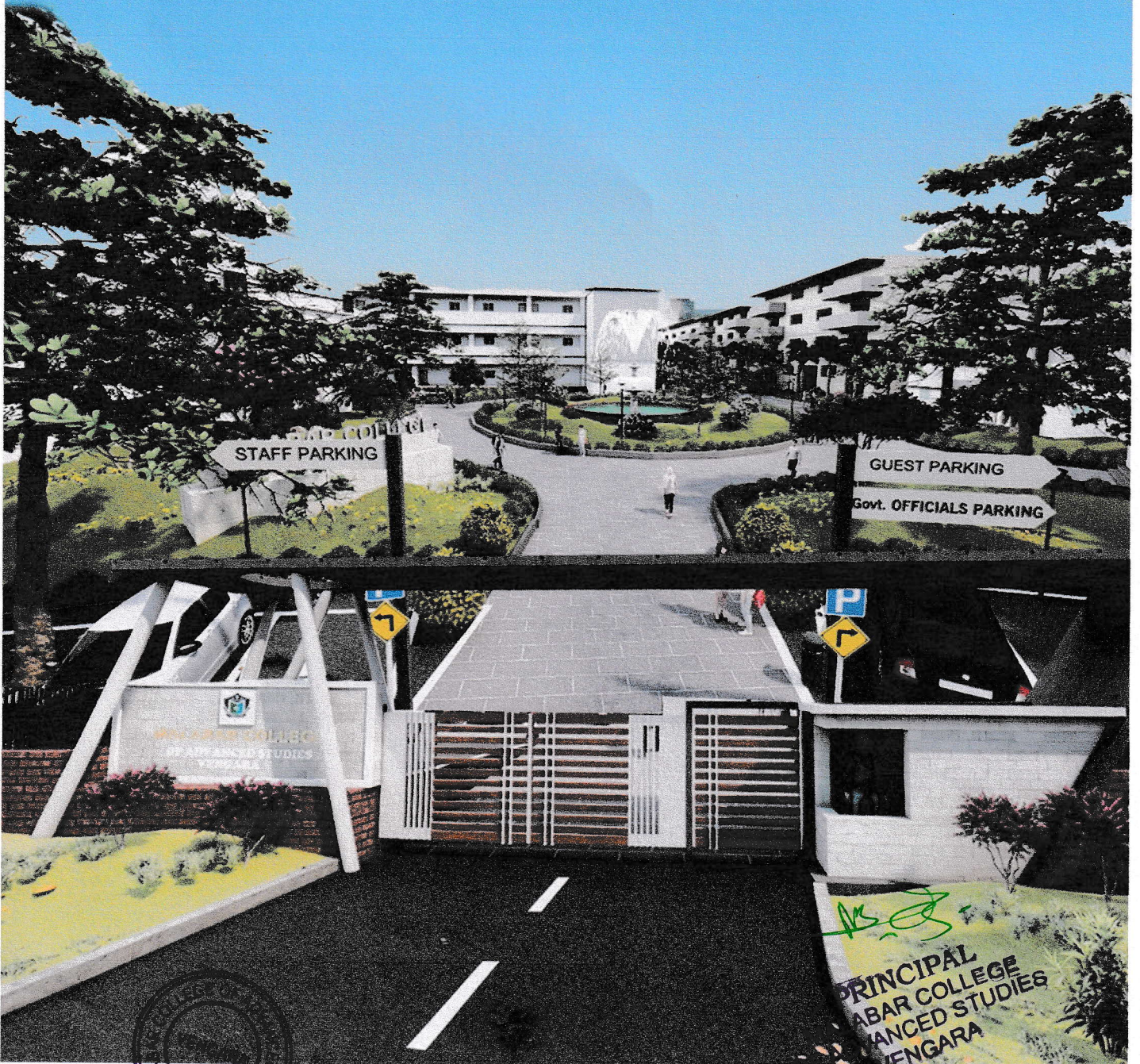



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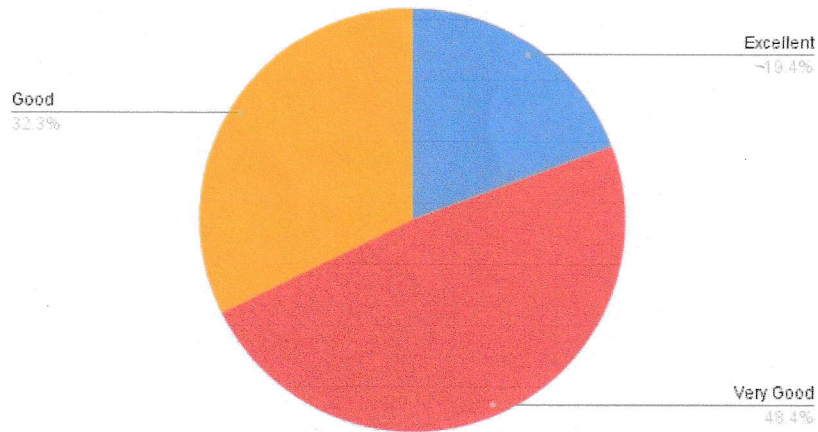
IQAC EMPLOYER FEEDBACK REPORT 2020-2021

MALABAR COLLEGE
OF ADVANCED STUDIES, VENGARA
(Aided by Govt. of Kerala & Affiliated to the University of Calicut)



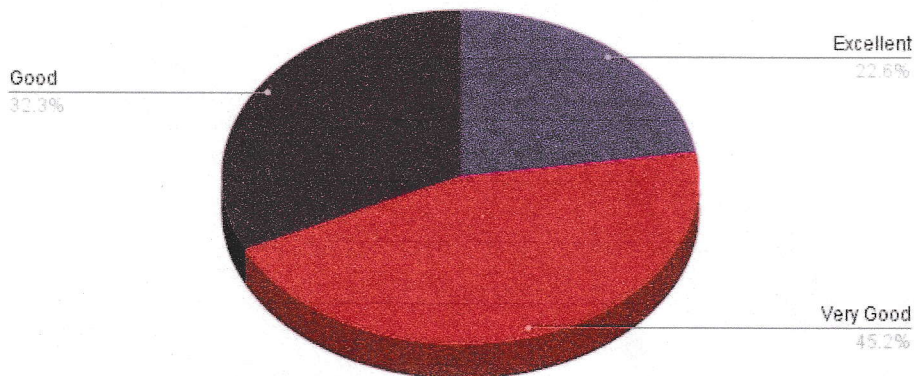
EMPLOYER FEEDBACK 2020-21

1. Communication Proficiency of our students working with you

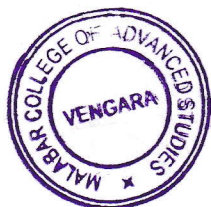



An exquisite rating (19.4% 'excellent', 48.4% 'very good' and 32.3% 'good') is given by the employers regarding the proficiency in communication of our students who are currently employed by them

2. The curriculum is designed as per the needs of the industry

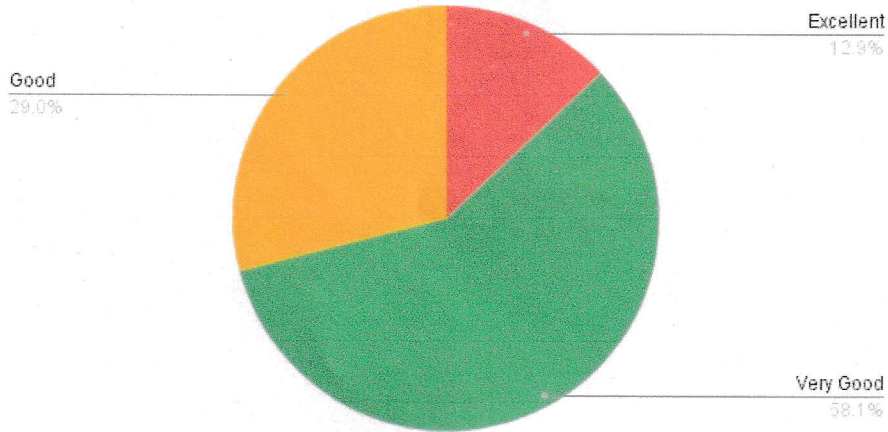


The satisfaction of the employers regarding the design of the contents of the curriculum that fulfils the needs of the industry can be understood from the following response of the respondents (22.6% 'excellent', 45.2% 'very good' and 32.3% 'good').



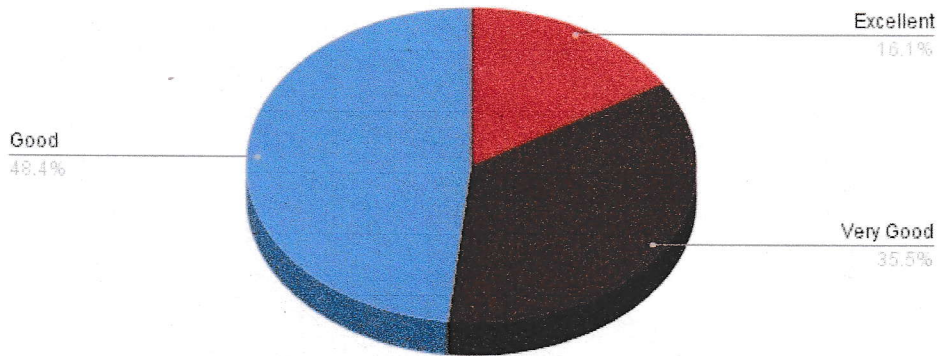

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3. Sufficiency of the courses related to industry that are included in the program

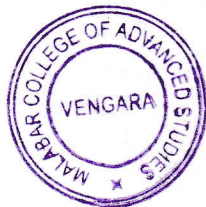


Entire employers have high contentment about the sufficiency of courses related to the industry that are included in the program (12.9% 'excellent', 58.1% 'very good' and 29% 'good').

4. Capacity of the curriculum to impart knowledge, skills and leadership qualities, required for the job market

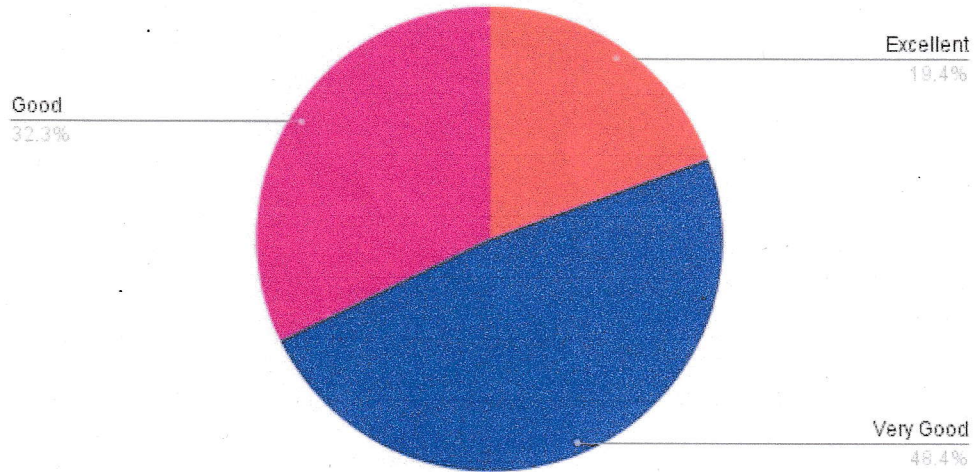


The conciliation of the employers about the capacity of the curriculum to impart knowledge, skills and leadership qualities required for the job market can be summed up from the following response (16.1% 'excellent', 35.5% 'very good' and 48.4% 'good').



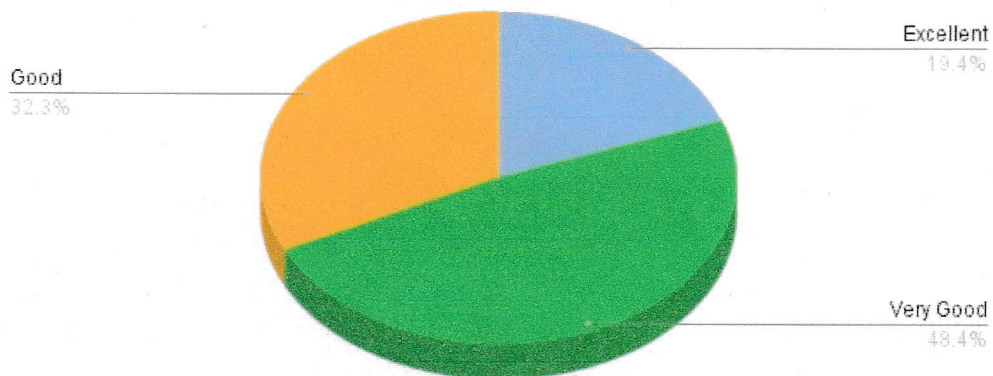

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5. Scope of the curriculum for acquiring employable and entrepreneurship skills



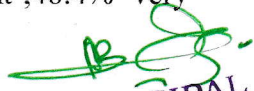
The scope of the curriculum for acquiring employable and entrepreneurial skills is accepted by the entire respondents (19.4% 'excellent', 48.4% 'very good' and 32.3% 'good').

6. Relevance of the curriculum to enhance problem solving mentality and ability to innovate among students

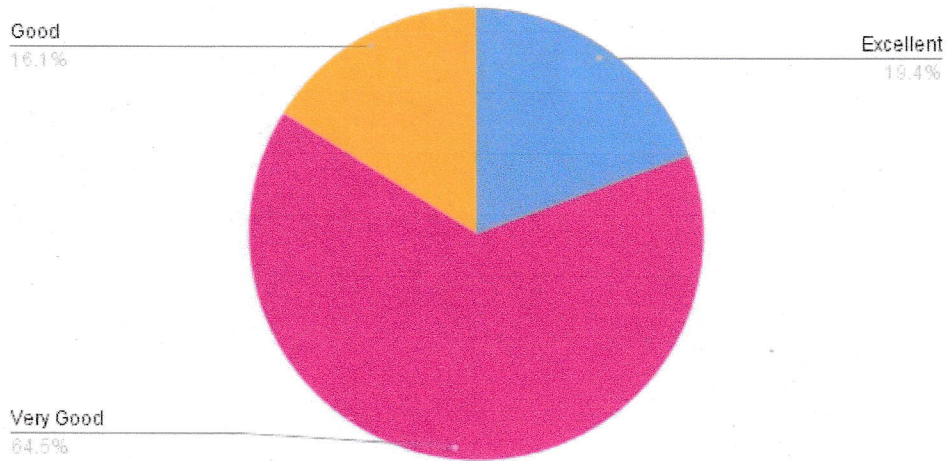


The relevance of the curriculum to enhance problem solving mentality and ability to innovate among students is appreciated by the whole respondents (19.4% 'excellent', 48.4% 'very good' and 32.2% 'good').



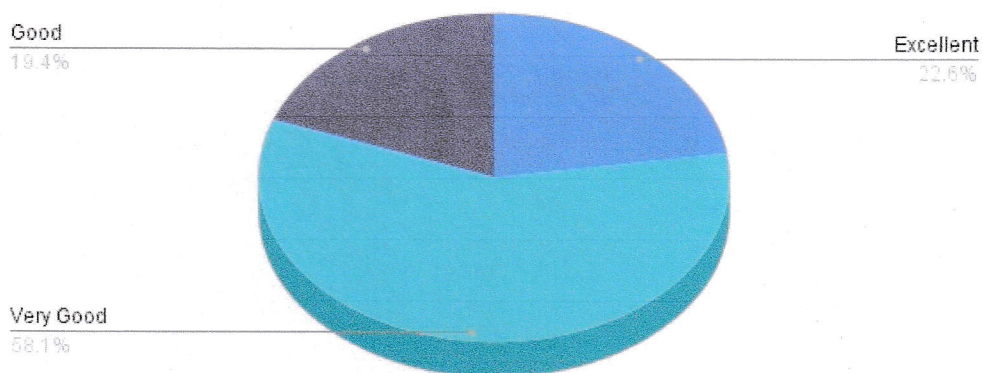

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7. Role of curriculum to inculcate professional ethics and positive attitude among the students

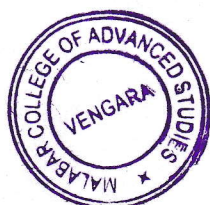


Entire respondents have a commendable feedback about the role of curriculum to inculcate professional ethics and positive attitude among the students (19.4% 'excellent', 64.5% 'very good' and 16.1% 'good').

8. Focus of the curriculum to improve the communication skills of students

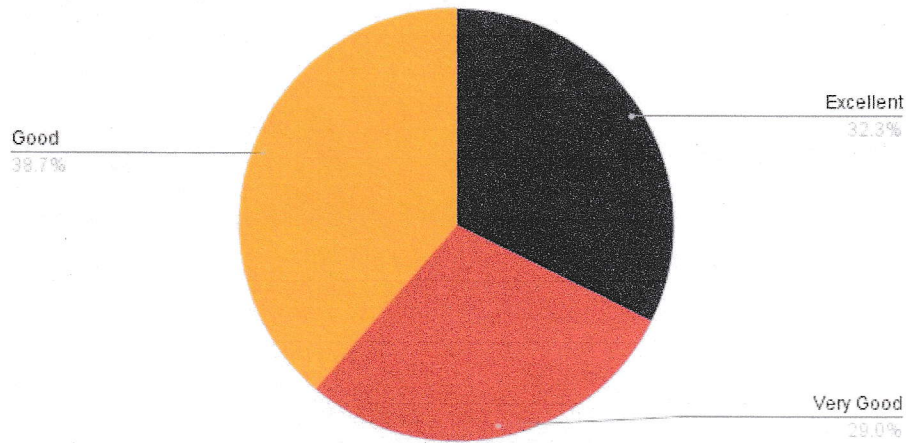


Entire respondents are satisfied about the focus of the curriculum to improve the communication skills of students (22.6% 'excellent', 58.1% 'very good' and 19.4% 'good').



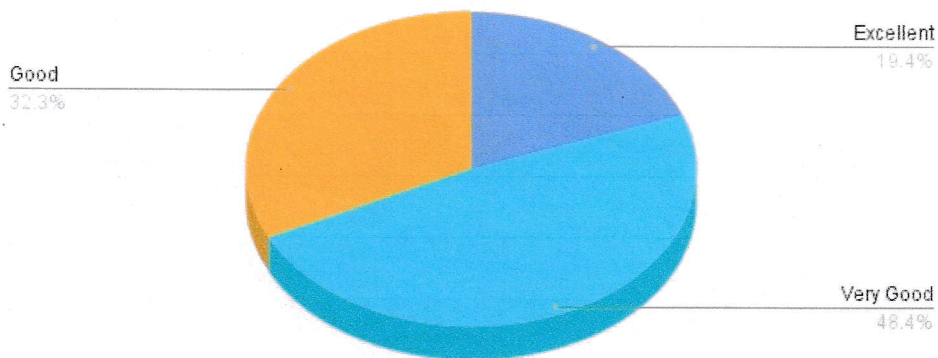
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9. Competency of the soft-skills provided by the curriculum and institution




The assent of entire respondents about the competency of the soft-skills provided by the curriculum and institution can be summed up from the feedback of respondents (32.3% 'excellent', 29% 'very good' and 38.7% 'good').

10. Scope of the curriculum to foster team spirit mentality among the students



Entire respondents unanimously agreed about the scope of the curriculum to foster team spirit mentality among the students (19.4% 'excellent', 48.4.1% 'very good' and 32.3% 'good').




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