



Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University under Category A by MHRD, Estd. u/s 3 of UGC Act 1956)
Re-accredited with A+ Grade by NAAC. Recognised by UGC Under Section 12 B
Coimbatore - 641 043, Tamil Nadu, India

FEEDBACK ANALYSIS REPORT 2018 - 2019

Feedback is an essential part of effective teaching learning transaction. It is one of the most basic activities in higher education institutions. Feedback from various stakeholders such as students, teachers, alumnae and employees help the HEI's to strengthen the curriculum to suit the dynamic needs of the society, industry and world at large. As Structured feedback is an important mode of collecting data regarding pertinent aspects of curriculum online structured feedback forms were made available for the stakeholders to fill in within a period of time. Moreover, keeping in mind that unstructured feedbacks such as open suggestions from stakeholders are also useful in providing a bird's eye view into the thoughts and requirement of the stakeholders, student workshops and teacher interactions were also held in the departments and the key suggestion were minuted for further action. On the whole, the feedback analysis report for the year 2018-2019 is presented under the following heads

- A. Students' Feedback Analysis
- B. Teachers' Feedback Analysis
- C. Alumnae Feedback Analysis
- D. Employer's Feedback Analysis
- E. Department-wise Minutes of the Student/Teacher Workshops on strengthening curriculum

A. STUDENTS FEEDBACK AND ANALYSIS REPORT

Students are not only the most important stakeholders in the institutes of higher education but there are also the in the stage in life and career where they can provide effective feedback. Their interest in newer aspects of learning and technology also help the institutions to keep abreast of latest trends and developments in the world. For the academic year **2018 to 2019**, around **6,900** students gave their feedback about the curriculum and about the teachers.

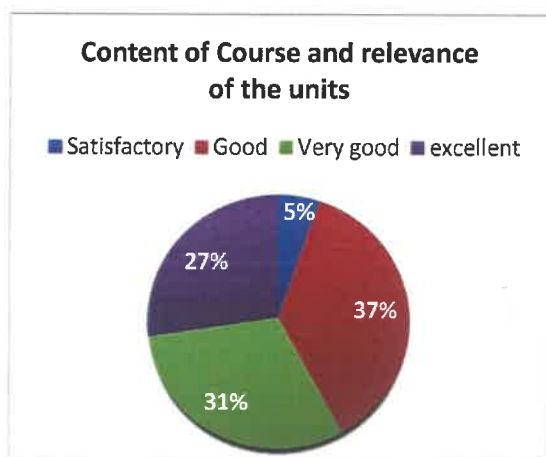


Fig 1

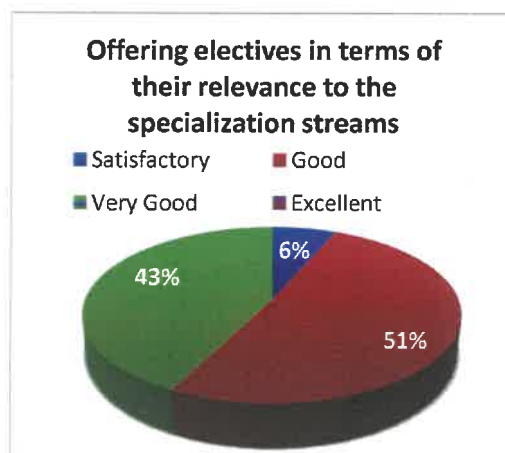


Fig 2

Among the students who gave their feedback, 95 % felt that the course contents were good or excellent. Similarly, 94 % of the students were appreciative of the elective choices and their relevance to their programmes. Among the rating choices, satisfactory was the least choice (5 % and 6 %

respectively) for both the questions. However, none of the students gave an excellent rating for the choice of electives. Hence, it is imperative to improve the choices of elective courses to suit their needs.



Fig 3

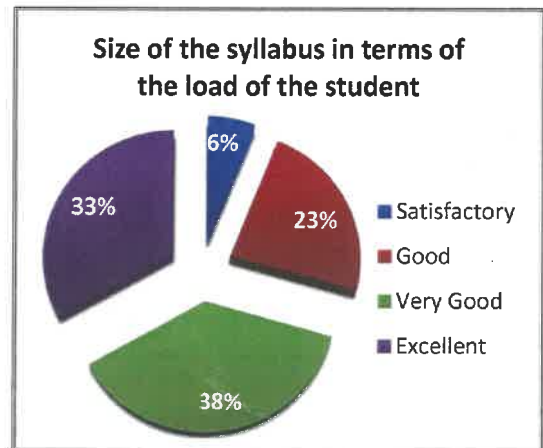


Fig 4

For the feedback question on applicability/relevance of curriculum to real life situations, most students felt the syllabus was very good for adapting to real life situations. However, compared to 47 per cent who gave a very good rating, only 21 per cent gave an excellent rating. Hence, there is room for improvement of the curriculum on this front. On the size of the syllabus in terms of the load of the student, number of students who gave excellent rating was comparable to those who gave very good rating. Only a meager 6 per cent of students were just satisfied with the size of the syllabus.

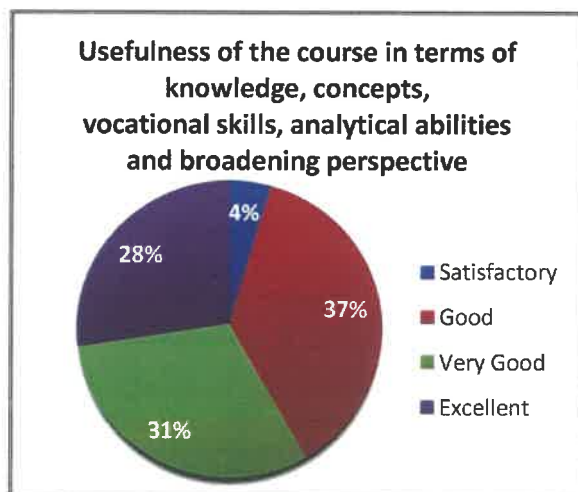


Fig 5

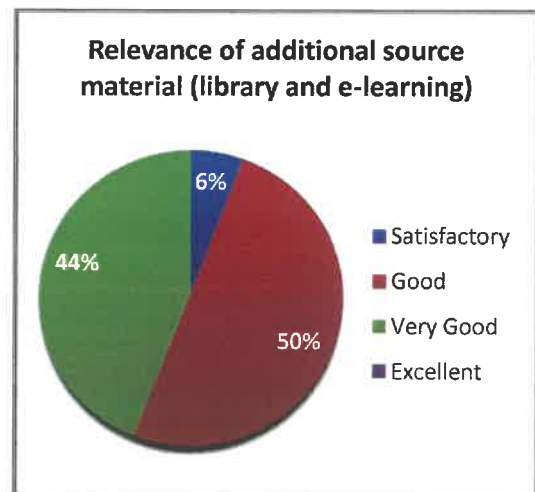


Fig 6

Key finding for further action

- Five percent of the students (Approximately 350 students) expressed their dissatisfaction in the course content and relevance. When further analyzed majority of the students were from research programmes. (Figure 1)
- When looked into the option of offering electives for certain programmes, six percent of the students expressed their discontent in not been offered suitable electives in their programmes (Figure 2)
- Around 400 students had expressed their desire to reduce the course content and ensure even distribution of contents in all units (Figure 4)

Conclusion

The above figures clearly indicate that students are much satisfied with the attainment of course content and relevance of units in each course, electives programme offered outcomes, flexibility on curriculum, teaching-learning process, coverage of syllabus, courses emphasizing on skill development, design & problem solving skills, teaching infrastructure, library facilities, Internet facilities etc. offered by the Institution.

They also pointed out that the curriculum is well designed to carry out research and extension activities which are of great help in their higher studies and career. Students were contended with the infrastructure, library facilities and other services provided with the institute.

Students on their feedback valued the friendly approach of the teachers, which made them very comfortable and relaxed the students were satisfied by their ability to access their teachers outside their classroom that enabled them to excel in their academic activities. Students even felt their teachers were able to correlate their curriculum with the real life situation.

B. TEACHERS FEEDBACK AND ANALYSIS REPORT

The life line of any institution are the teachers. They have an important say in the overall development of the student as well as the institution. Feedback on satisfaction of teachers on the teaching learning process, curriculum development and evaluation was conducted and 361 staff members participated and provided their feedback pertaining to the suitability of the syllabi to address the global issues. The feedback from the teachers reflected the validity and adequacy of the syllabus. Analysis of the report on adequacy of the syllabi indicated that a majority of the staff agreed to the suitability of the curriculum.

Analysis

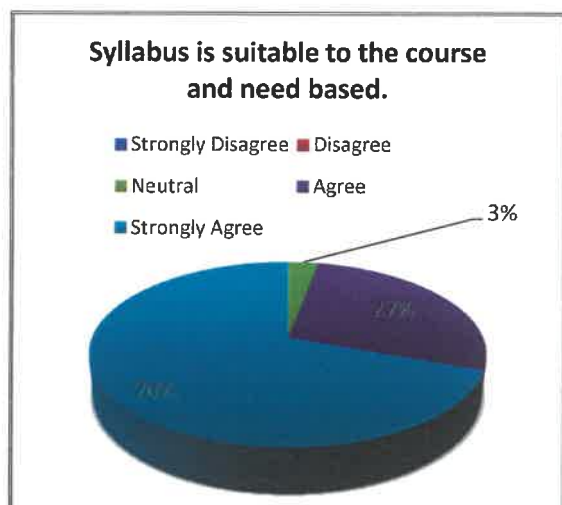


Fig-1

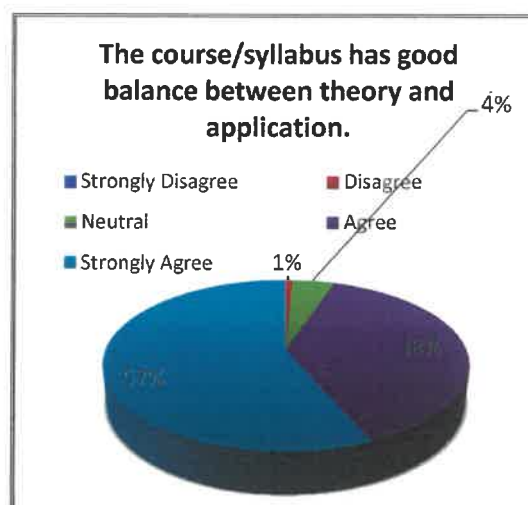


Fig-2

Majority of the faculty members were in agreement on the suitability of the syllabus for the course and needs of the present trends. Twenty seven per cent of the staff rated the syllabus as excellent in terms of suitability to course and need. On the balance between theory and application in the syllabus, though the majority of them (57 %) felt there was a good balance, 1 per cent suggested an increase in the application part of the syllabus, 4 per cent neither agreed nor disagreed. Hence, it might judicious to increase the practicals in the courses.

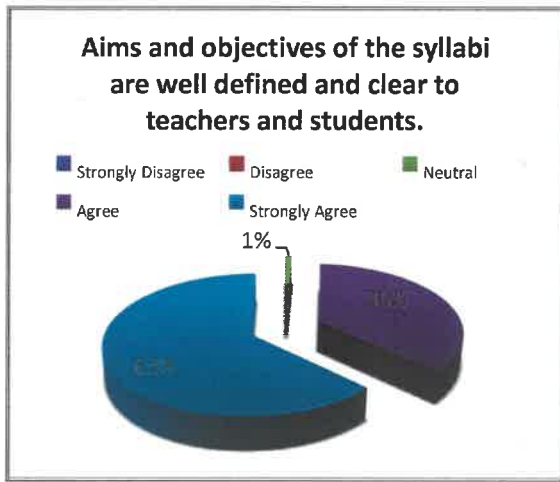


Fig-3

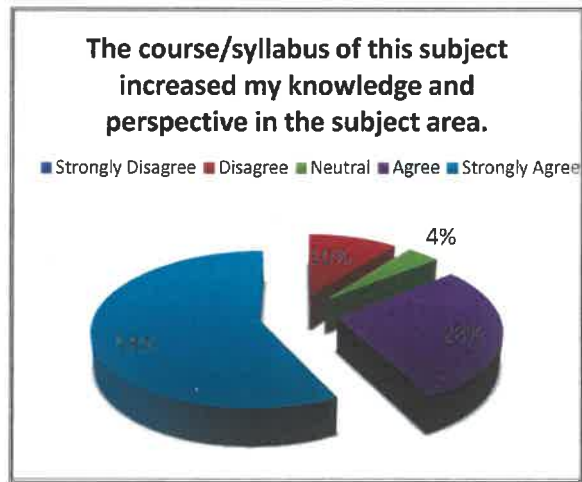


Fig-4

Except a miniscule part of the faculty, most of them felt that the current curriculum enhances their perspective in their subject area. Fifty eight percent of the faculties were highly satisfied with the curriculum. Similarly, majority (92 %) of the faculties expressed their content in being able to voice their views in the curriculum revision. But a noteworthy 8 per cent of the faculty members did not agree with this point. It might be helpful to identify the departments to which these members belong and take measures improve their involvement in the curriculum revision.

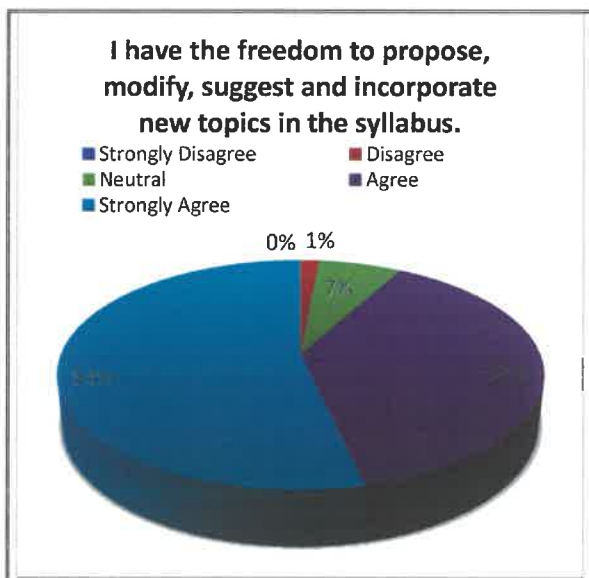


Fig-5

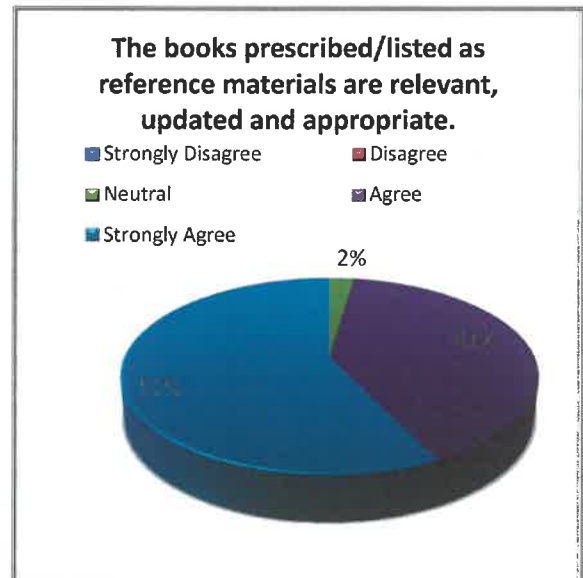


Fig 6

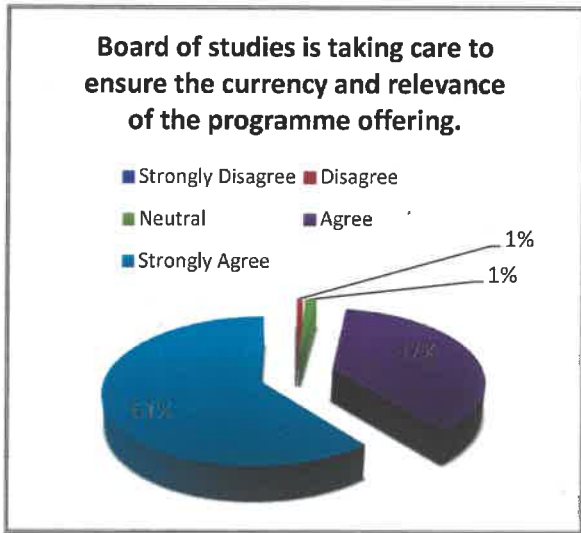


Fig-7

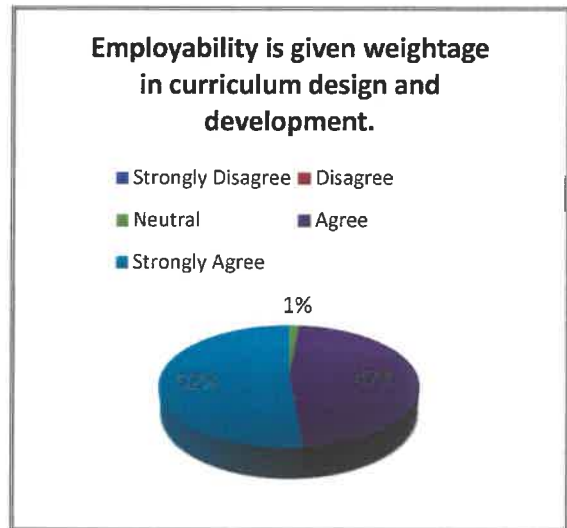


Fig 8

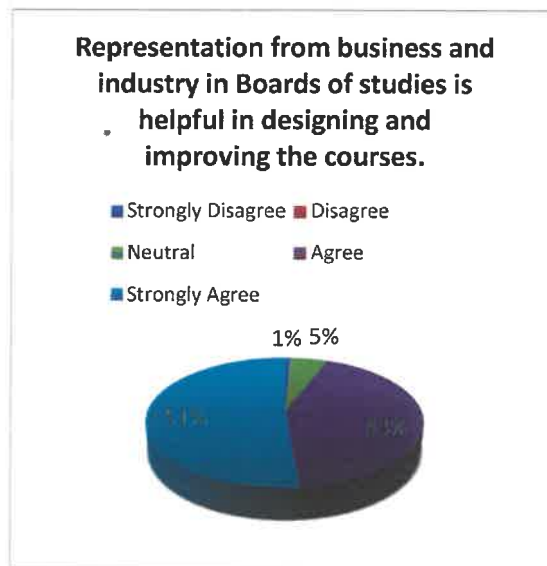


Fig-9

Key finding for action

- Figures 1 and 2 indicates the opinion of few teachers on the syllabus that it has to be need based and need to have a balance between theory and practicals
- Figures 4 and 5 indicates that around 14 percent and 8 percent of the faculty has expressed their opinion that the course/syllabus of their subject did not increase their knowledge and perspective in their subject area and that they do not have the freedom to propose, modify, suggest and incorporate new topics in the syllabus respectively

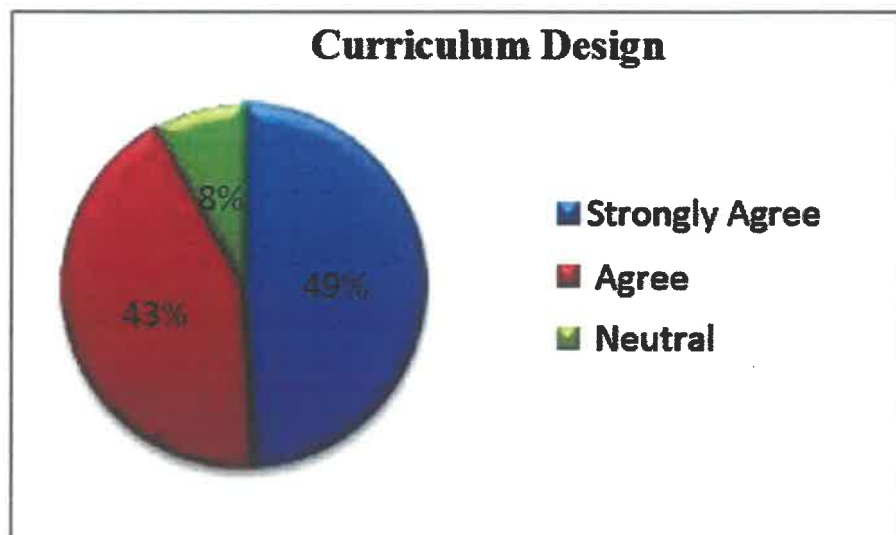
Conclusion:

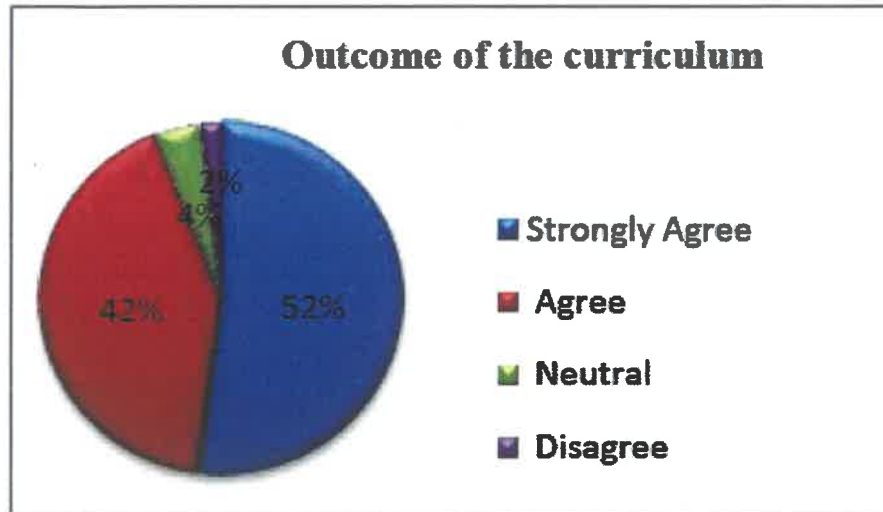
The staff members inferred that the syllabus had a good balance between theory and application, they also agreed that the aims and objective of the syllabi was well met by the curriculum. The staff member positively agreed that the syllabi prescribed enhanced their domain knowledge also stated that they had the freedom to modify the syllabus and incorporate latest topics relevant to cutting edge technology. Faculty also indicated that the books prescribed in the syllabi were relevant to the course content. Most of the staff members had an opinion that the external and internal experts provided constructive suggestions about the reframing of curriculum, they also had a positive opinion that employability was given due consideration while designing the syllabus. Majority of staff members agreed that the general atmosphere of the department was conducive for teaching and research related activities and they were highly satisfied that the institution provided smooth support for projects and research related activities as evident from agreeing to this point.

C. ALUMNAE FEEDBACK ANALYSIS

The most valuable source of information about curriculum and its impact on the society can be had from the feedback from alumnae. Alumnae feedback form an integral part of an institution's advancement in several spheres of technical and academic advancements. For the year 2018 to 2019, **271** alumni responded by giving feedback about the institution and curriculum.

Most of the alumnae reported that the institution provided continuous support in career counseling and guidance (85%). Almost all the respondents (95%) highlighted that the institution was adept in changing the curriculum to suit the latest technologies which were highly useful to their academic pursuits. The respondents agreed that the curriculum designed was excellent and it was strongly agreed upon by 51 % and agreed upon by 44 % and 5% were neutral. The alumni at large supported the initiatives taken by the institution for restructuring curriculum and stressed that the educational and cultural values imbibed by them from the institution made their academic development a wholesome one.





Most of the alumnae were appreciative of the curriculum design. Forty nine per cent strongly agreed that the curriculum design fulfilled their expectations, whereas 43 per cent agreed with the curriculum designed. Only 8 per cent were non-committed. Similarly, 94 per cent felt that the curriculum was useful for their career. But there is still room for improvement here, as 4 per cent of alumnae did not agree with the usefulness of the curriculum in the long run. A small number of them (2 per cent) even disagreed about the usefulness of the curriculum in their careers. Hence, we may improve this aspect by taking specific suggestions from these alumnae.

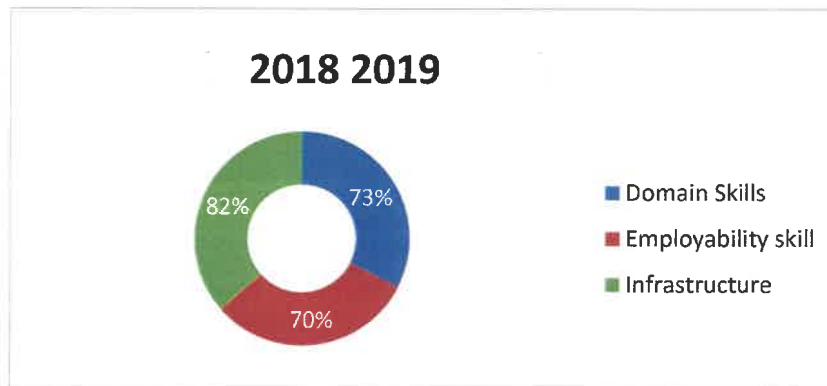
Conclusion:

Overall, the alumnae were appreciative of the curriculum design, effectiveness of the curriculum in enhancing problem solving and analytical skills and the ability of the syllabus to instill the curiosity for knowledge enhancement in the form of higher studies. They were happy that the course content was able to enhance their skills and perspectives in their respective subjects.

D. EMPLOYERS FEEDBACK ANALYSIS

The recruiter's feedback is obtained after every campus hiring. Primarily, all recruiter's expectations are not the same from the students and each of their feedback lies with respect to their job profile and its requirements. Yet, to understand the quality of the students based on the responses from the students, a feedback is taken from the recruiters every year.

According to the recruiters, it was found that the domain knowledge of the students who attended the interviews were 73%, employability Skills to be 70% and Infrastructure facility to conduct interviews to be 82%.



Key finding for action

- The major recruiters were from IT sectors who highlighted the importance of students understanding and learning the latest trends and technologies
- More practical sessions to be given to have hands on experience rather than theoretical knowledge
- Suggestions to improve on the communication skills was mentioned
- The recruiters were satisfied with the infrastructure facilities and the arrangements made to conduct the campus placements smoothly.

E. Department-wise Minutes of the Student/Teacher Workshops on strengthening curriculum

Curriculum restructuring is done to restructure the curriculum according to the needs, interests or abilities of the learner and to introduce latest information and update the methods of teaching and content, new knowledge and practices. In order to implement higher education policy mandates also curriculum is restructured. The curricular contents of all courses and programmes for both undergraduates and post graduates are reviewed periodically and updated. We organise student workshops every year before the BOS meeting and get feedback from teachers and students regarding the curriculum and make necessary changes in the syllabus based on their suggestions. The minutes of the student workshop meeting are recorded for the year 2018-2019. The following is the link for the Department-wise meeting minutes

<https://avinuty.ac.in/maincampus/uploads/NAAC/1/1.4.2/NAAC 2021/1.4.2 2018-2019.pdf>

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