



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 2019 – 2020

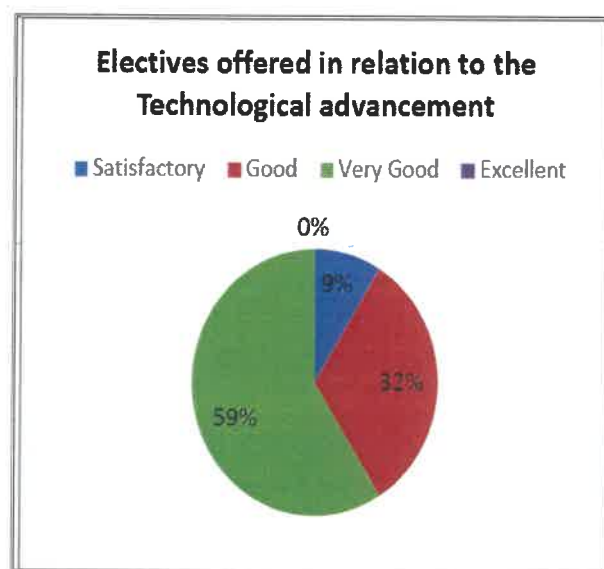
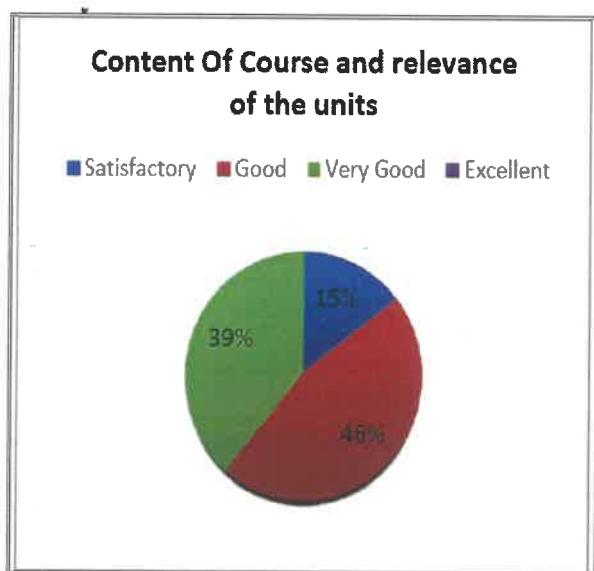
The success of learning lies in the practice of the concepts and values that have been learnt. For this to happen, periodic review of the learning process with particular reference on the curriculum structure and revision is required. The process of review should not only involve the prime stakeholder – the student, but also it should involve other stakeholders of the learning process as well.

To this end, our institution collects a structured feedback from all the stakeholders involved in the learning process, viz., students, teachers, alumnae and employers. This structured feedback and the suggestions given by the stakeholders helps us to improve and enrich various aspects of the learning process, especially the curriculum and teaching learning transaction. Moreover, along with the structured feedback, the departments of our institutions conducts students / teacher's workshop/ interactions to brainstorm the ideas from the students and teachers to bring in changes in the curriculum. These workshops would be conducted towards the end of the academic year, well before the schedule of Board of Studies meeting of that year. The recommendations derived would be analysed in the BOS meeting and appropriate action will be taken. On the whole, the feedback analysis report pertains to 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

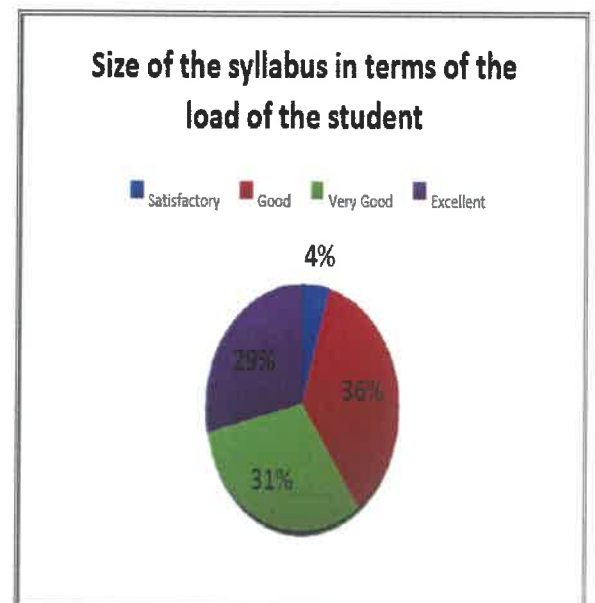
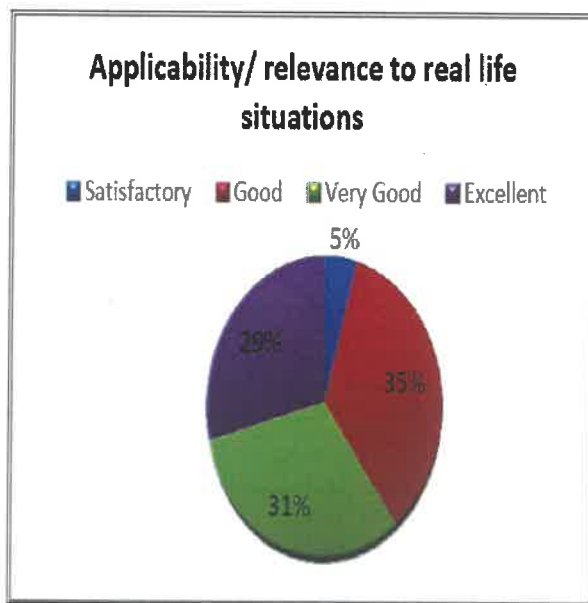
A. Student's feedback analysis (Sample Size – 7300)

Students provide feedback about their curriculum and several other aspects of the education and infrastructure through a structured feedback. They also provide suggestions to improve the curriculum. This feedback is obtained from all the students at the end of both the semesters of the academic year. For the academic year 2019 to 2020, around **7300** students gave their feedback about the curriculum

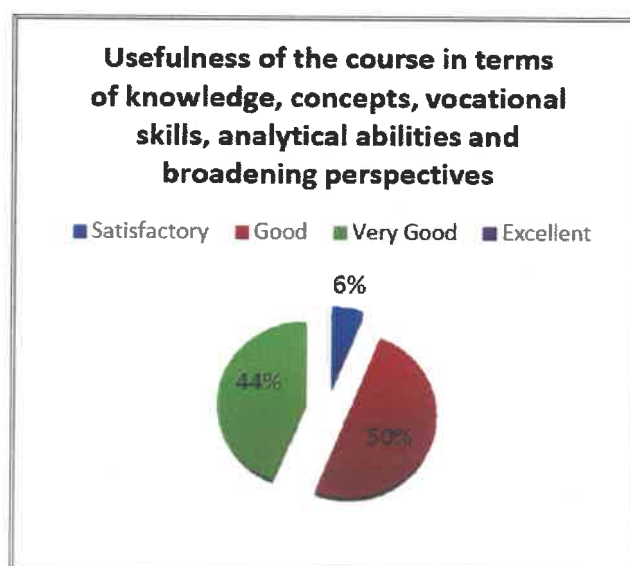


Among the students who gave their feedback, 39 per cent felt that the course contents were very good. Forty six per cent of the students were happy with the course contents and the relevance of the units to the course title. A whopping 15 per cent gave just a satisfactory rating, whereas excellent rating was missing. Hence, it was understood that contents of the courses and the relevance of units to the courses had to be revamped significantly.

Regarding the choice of electives and their updation with relation to the technological advancements, majority of them were appreciative. Among the rating choices, satisfactory was the least choice (9 per cent). However, none of the students gave an excellent rating for the choice of electives. Hence, it is crucial to improve the choices of elective courses to suit their needs.



For the feedback question on applicability/relevance of curriculum to real life situations, most students felt the syllabus was good for adapting to real life situations. Except 5 per cent, all the others approved the syllabus in terms of applicability or relevance to real life situations. We can address the lacunae in those courses, where applicability is less. 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 4 per cent of students were just satisfied with the size of the syllabus. So, overall the students were content with the size of the syllabus.



Majority of the students were pleased with the usefulness of the course in terms of knowledge, concepts, vocational skills, analytical abilities and capacity to broaden their perspectives. Only 6 per cent of the students had given a satisfactory rating. Overall, the course contents are good.

Key finding for action

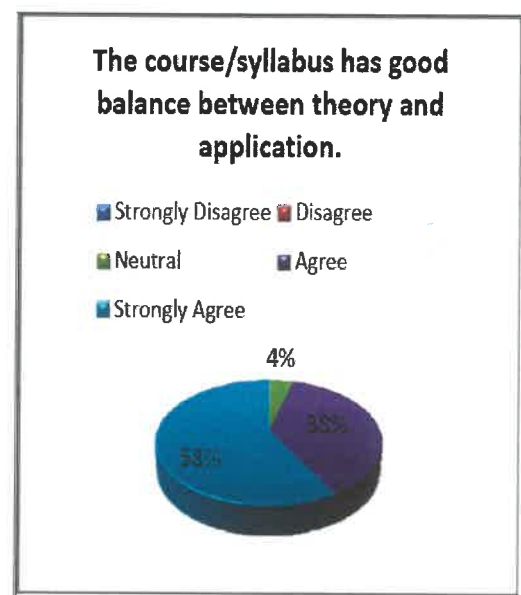
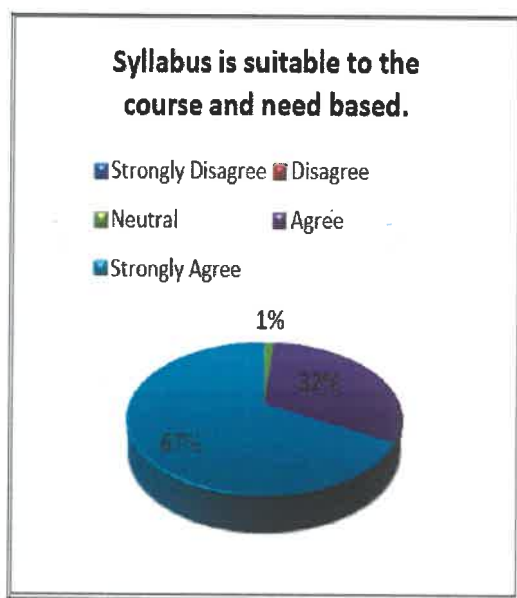
- Contents of the courses and the relevance of units to the courses had to be revamped significantly by providing ample opportunities in the syllabus to exploit the creative talents and enhance career prospects of the students and Semester-wise distribution may be revamped to achieve even course-load in all semesters
- Improve the choices of elective courses to suit the student needs
- To cater to the five per cent of the students who felt that the syllabus doesn't have relevance to real life situations in terms of applicability, types of practical exposure may be widened to enhance business expertise, knowledge and skills

Conclusion

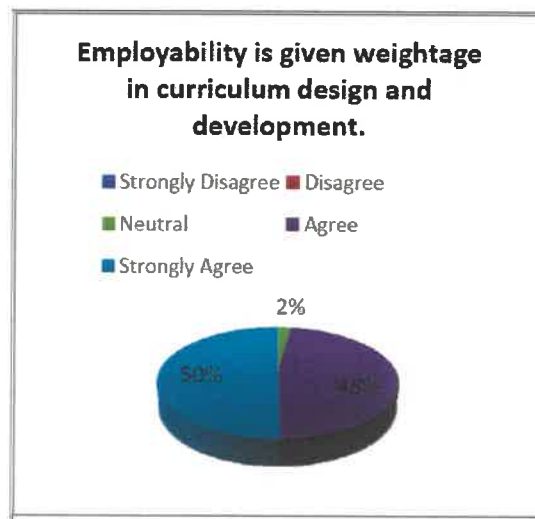
The above figures clearly indicate that students are contented with the course content and relevance of units in each course, electives programmes offered with regard to current technologies, applicability of the syllabus to real life situations, size of the syllabus and the ability of the curriculum to improve knowledge, concepts, vocational skills, analytical abilities and broaden perspectives. On the whole, students were appreciative with the curriculum.

B. Teachers Feedback Analysis (Sample Size – 386)

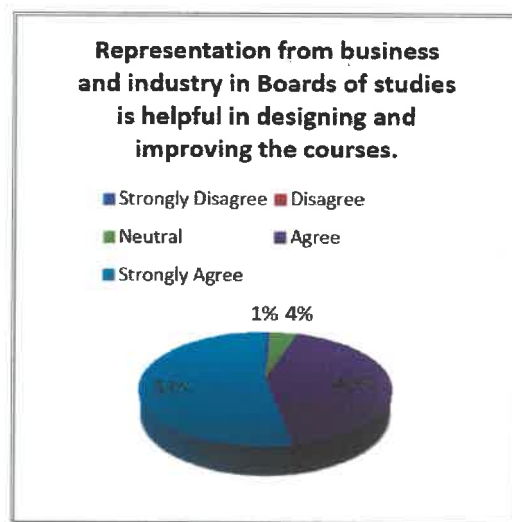
The curriculum design is important for the teaching learning process as we have already seen. However, this process is only effective if the teachers who are the key stakeholders in the process are comfortable and satisfied with the curricular contents and design of the curriculum. They also have an important role to play 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 data was procured from all 386 staff members.



Majority of the faculty members were in agreement on the suitability of the syllabus for the course and needs of the present trends. Sixty 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 (58 %) felt there was a good balance. Overall, the teachers were strongly in favour of the suitability of the syllabus to the course. They also approved the balance between the theory and application parts of the syllabus.



Ninety eight per cent of the faculty members were highly satisfied with the curriculum design and development in terms of employability. Hence, the teachers welcomed the syllabus in terms of employability of the student.



Similarly, majority (95 %) of the faculties observed that the representation from businesses and industries in the Board of Studies is useful in designing and improving the course as per the current requirements of the industrial sector. This implies that representation from application oriented sectors in curriculum design provides valuable inputs to improve students' employability.

Key Finding for action

- Figure 1 shows that 37 percent of the teachers felt that the syllabus to be revised to suit the needs of the industry in the present context, though they find it suitable otherwise.
- Figure 4 shows that approximately 20 teachers had expressed their opinion that the representation from business and industries in BOS to be strengthened.

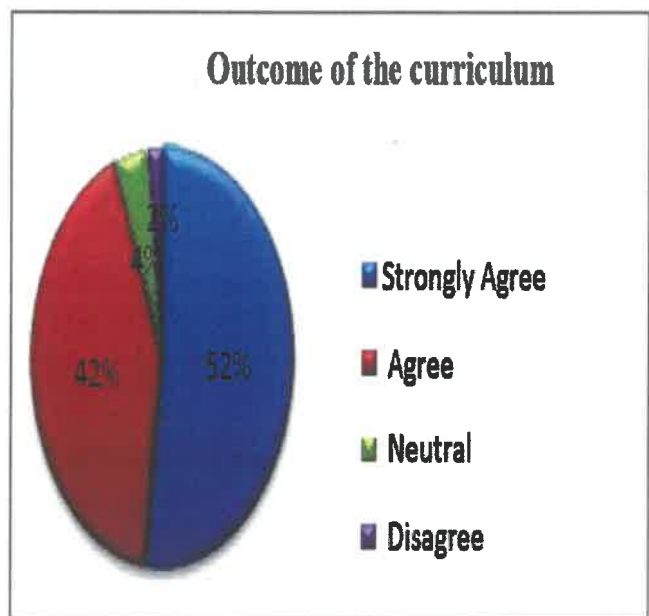
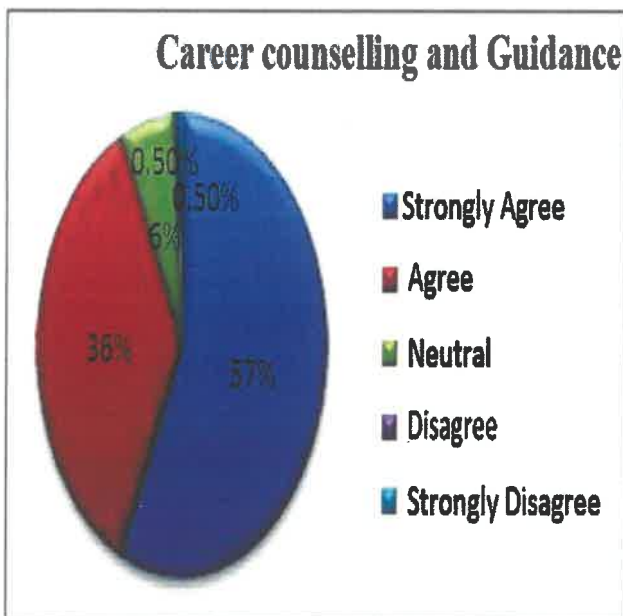
Conclusion:

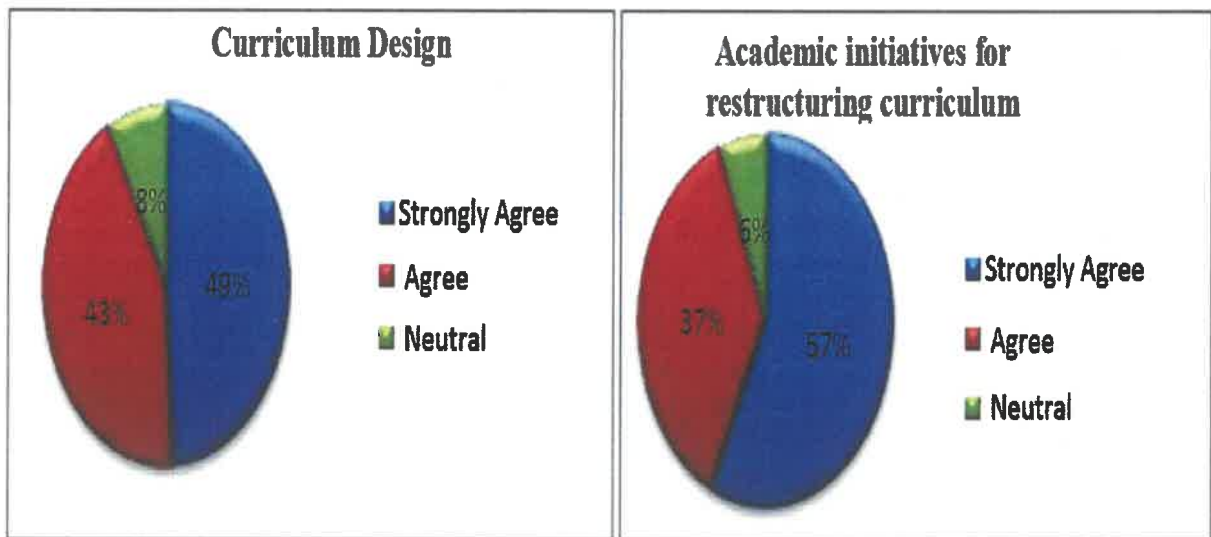
Analysis of the feedback highlighted the following points. The faculty had a positive opinion on the syllabus. Faculty members were generally more than happy with the curriculum design process, the importance given to curriculum revision, the balance between the theoretical and practical aspects of the curriculum as well as the weightage given for employability aspects of the curriculum. Overall, they were pleased with the curriculum.

A. Alumnae Feedback Analysis (Sample Size – 800)

Alumni are a viable source of information for an institution and feedback from the alumni ascertains the progressive growth of the institution. Feedback from alumni plays a pivotal role in gaining critical inputs for curriculum designing and restructuring to tailor to the needs of the society. For the year 2019 to 2020 nearly 800 alumni responded by giving feedback about the institute and curriculum.

Most of the alumnae reported that the institution provided a very good support in career counseling and guidance (93 per cent). Only 7 per cent felt the need for improvement in this aspect of institution support. Almost all the respondents (94%) highlighted that the curriculum was suitable to equip them to reach their career goals. They were pleased with the institution for adapting the curriculum to suit the latest technologies.





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.

Key finding for action

- The focus was on the 6-8 percent of alumnae who had expresses their discontent in curriculum design, its outcome and the HEI initiatives in restructuring the same.
- Almost the same percentage of alumnae had also opined that the career counselling and guidance to be strengthened.

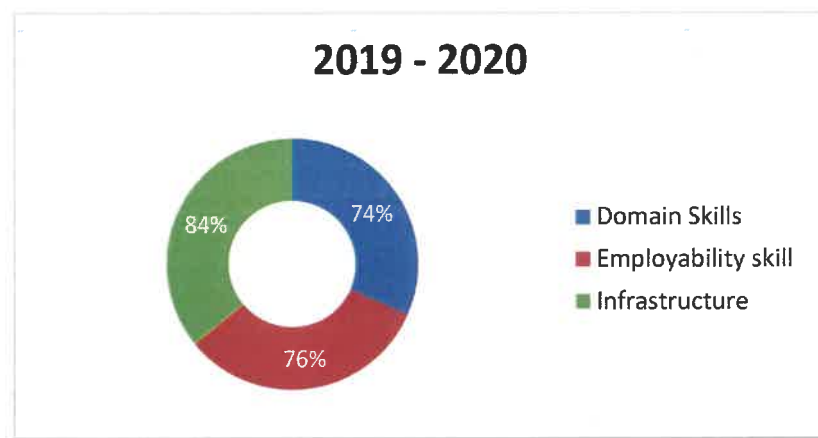
Conclusion

To conclude, the alumnae were content with the curriculum design, effectiveness of the curriculum in increasing the problem solving and analytical skills and the adaptability of the syllabus to the real life situations. Their feedback shows that the curriculum design is given due importance in the institution.

B. Employers Feedback Analysis (Sample size - 58)

The career Guidance & Placement cell networks with various industry sectors to organize campus placements and facilitate fresh graduates with employment. In this process, the students get an opportunity to attend various interviews and get offered with organisations suitable to their skills and their performance that they exhibit during the interview.

In order to understand the quality of students attending the interview, a feedback is taken from the recruiters. According to the recruiters, it was found that the domain knowledge of the students who attended the interviews were 74%, employability Skills to be 76% and Infrastructure facility to conduct interviews to be 84%.




Key finding for action


- Students to concentrate on at least one programming language thoroughly
- Communication skills to be more emphasised
- Knowledge on domain skills to be made stronger

C. 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 2019-2020. 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 2019-2020.pdf>


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