**Avinashilingam Institute for Home Science and Higher Education for Women**

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD
Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC
**Coimbatore - 641 043, Tamil Nadu, India**

# Stakeholder

# Feedback Analysis Report

# 2022-2023

# PREFACE

Success in learning and growth is a continuous journey of acquiring knowledge, developing skills, embracing change and maintaining a growth mindset. Therefore, it is essential to regularly review the learning process, specifically focusing on the curriculum structure and revisions made.

Institution collects a structured feedback from all the stakeholders involved in the learning process, viz., students, teachers, alumni and employers. Stakeholders' valuable feedback and input contribute significantly to enhancing the learning process, particularly curriculum development and teaching methodologies, promoting continuous improvement and enrichment.

The recommendations derived are analyzed in BoS meeting and appropriate action is taken. On the whole the feedback analysis report pertains to the following heads.
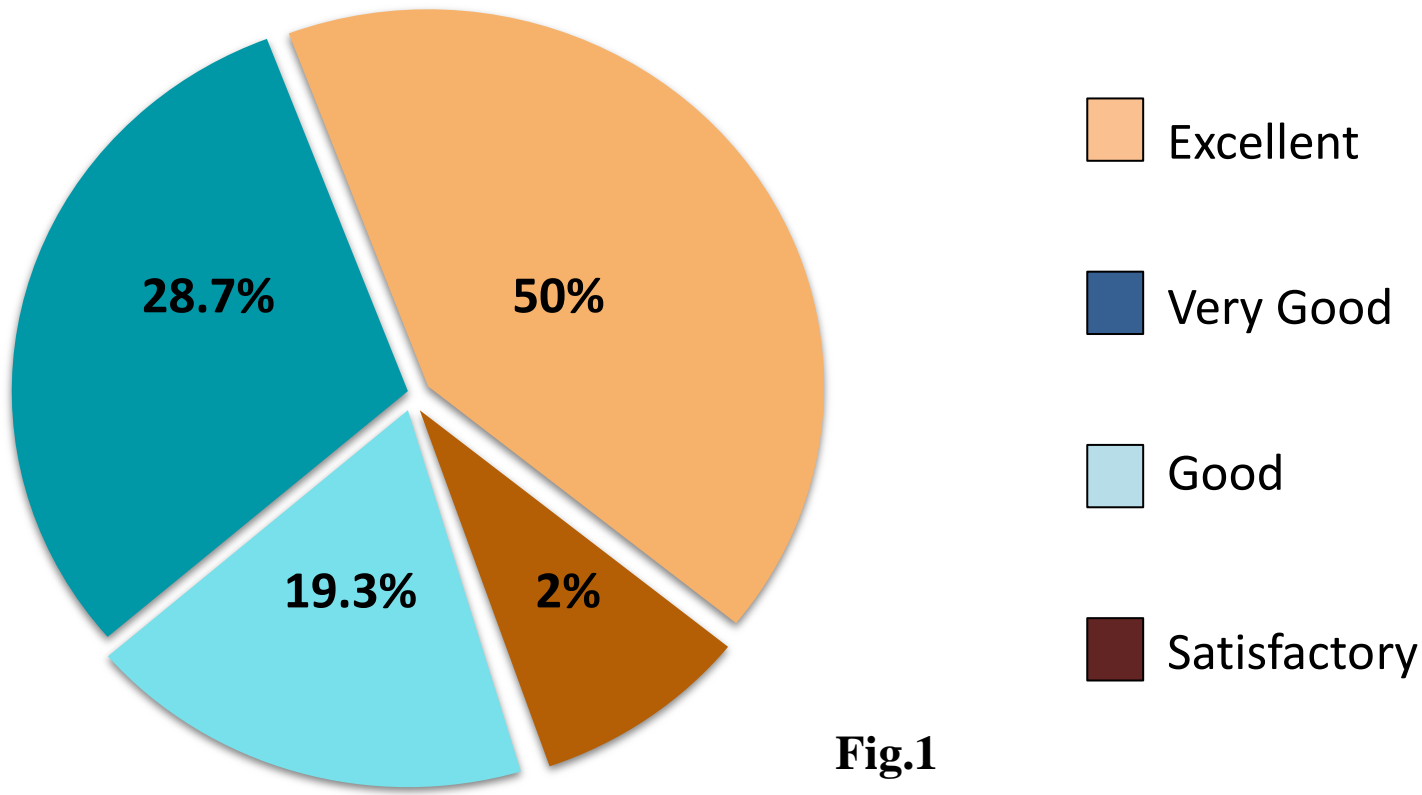
- Students' Feedback Analysis
- Teachers' Feedback Analysis
- Alumni Feedback Analysis
- Employers Feedback Analysis

Students provide feedback about the curriculum through structured feedback, providing suggestions to enhance the curriculum.
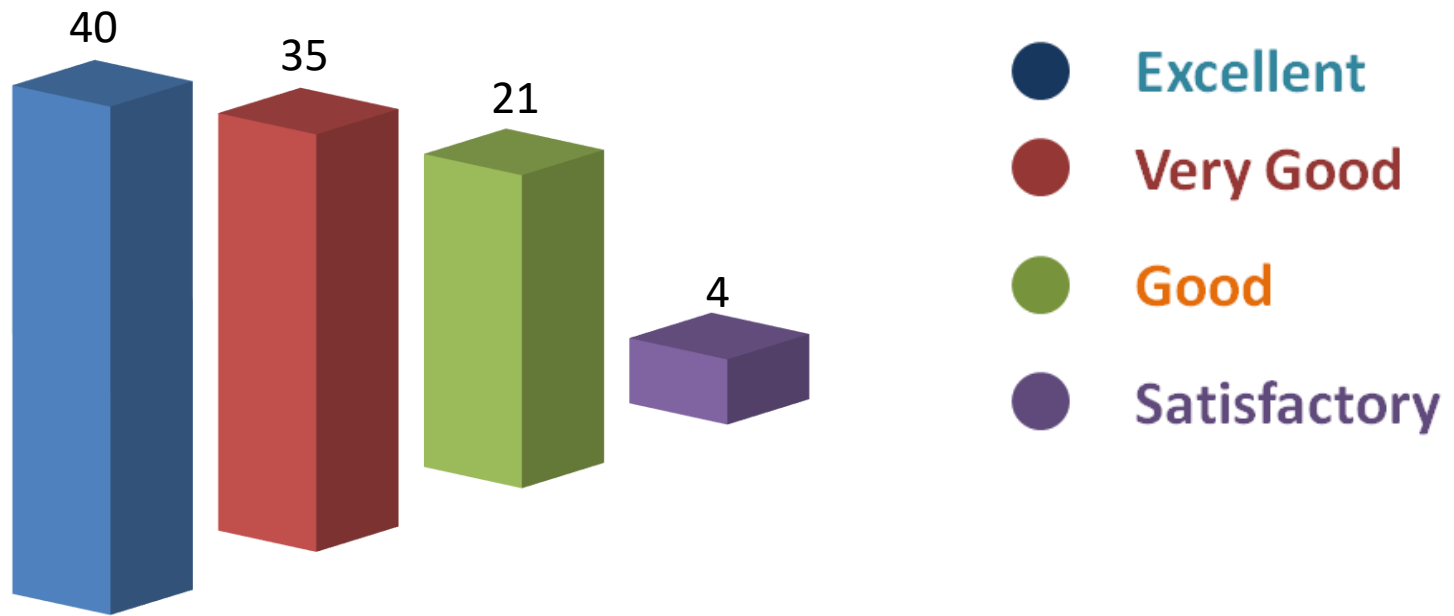
This feedback is obtained from all the students at the end of both the semesters for the Academic year 2022-2023 and around 6890 students responded to the feedback about curriculum.

## 1. Content of Course and Relevance of the units



Fig.1

## 2. Electives offered in relation to the Technological Advancement



Fig.2

Fig.1 clearly illustrate that 50 % of students rated excellent and 28.7% rated very good regarding the course contents and the relevance of the units, whereas 19.3% of students rated good and 2% that they were just satisfied, where it was understood that contents of the courses and the relevance of units to the courses had to be revamped significantly.

Fig.2 clearly depicts that 40% of students rated excellent and 35% rated very good regarding the choice of electives and their updation along with the technological advancements. About 21% of students rated good and 4% rated that they were just satisfied, hence it is crucial to improve the choices of elective courses to suit their needs.
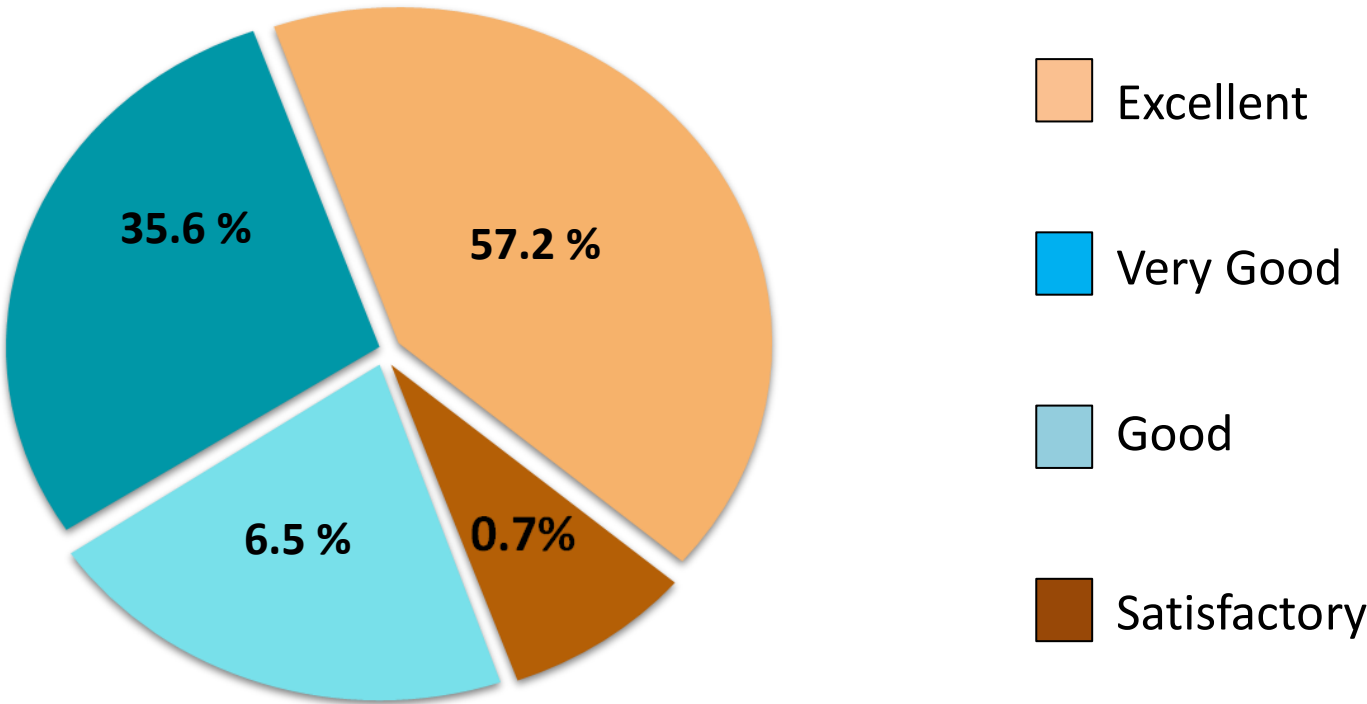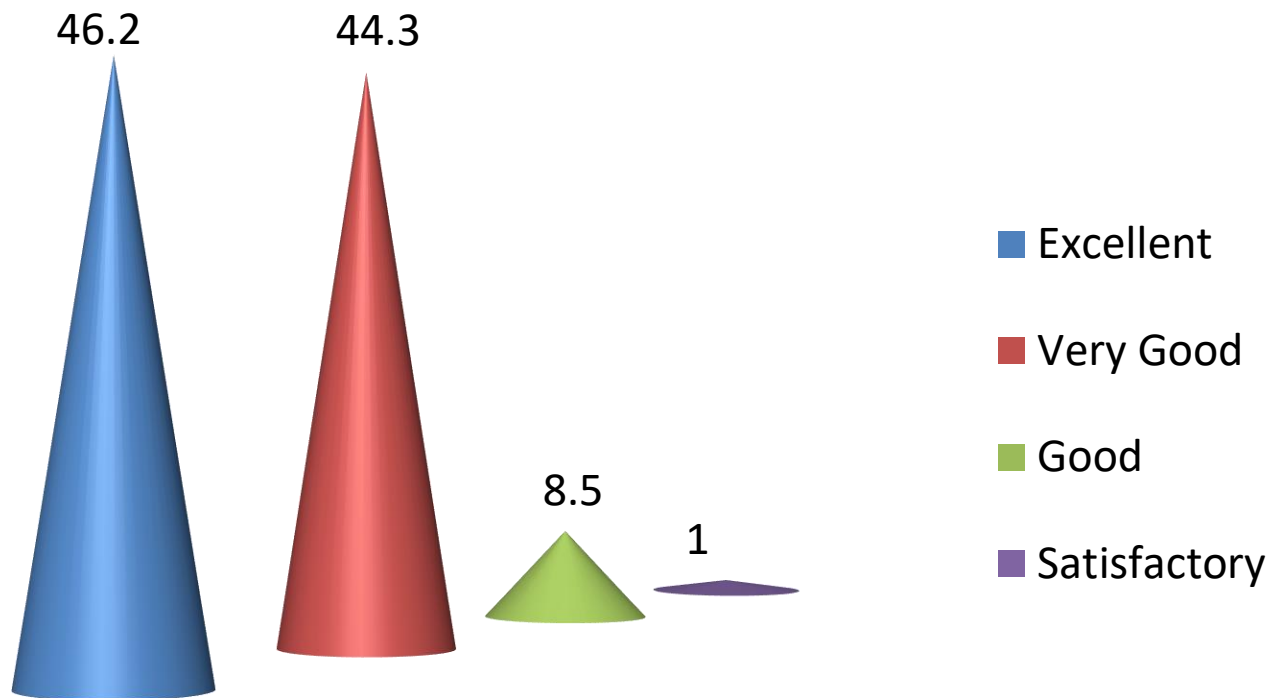
**3. Applicability/ relevance to real life situations**



**Fig.3**

**4. Size of the syllabus in terms of the load of the student**



46.2  44.3

8.5

1

- Excellent
- Very Good
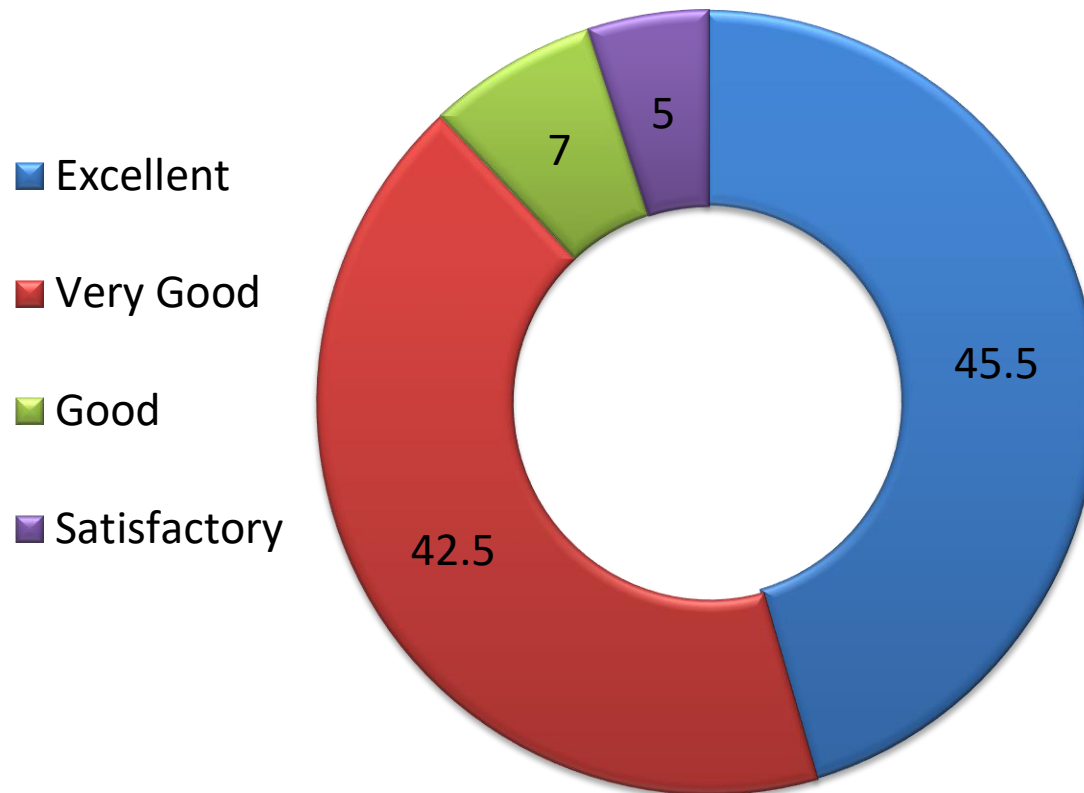- Good
- Satisfactory

**Fig.4**

Fig.3 gives a clear picture that 57.2 % of students rated excellent and 35.6 % rated very good regarding the applicability/relevance of curriculum to real life, whereas 6.5 % of students rated good and 0.7% that they were just satisfied.

Fig.4 clearly depicts that 46.2 % of students rated excellent and 44.3% rated very good regarding the size of syllabus in terms of load on them. About 8.5% of students rated good and 1% rated that they were just satisfied, with the size of syllabus.

Overall students were content with the size of syllabus.

**5. Usefulness of the course in terms of knowledge, concepts, vocational skills analytical abilities and broadening perspectives**



**Fig.5**

Fig.5 gives a clear picture that 45.5% of students rated excellent and 42.5% rated very good regarding Usefulness of the course in terms of knowledge broadening perspective, whereas 7% of students rated good and 5% that they were just satisfied.

## Conclusion

The students were contented with the course content and relevance of units in each course, elective 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 with broader perspectives.
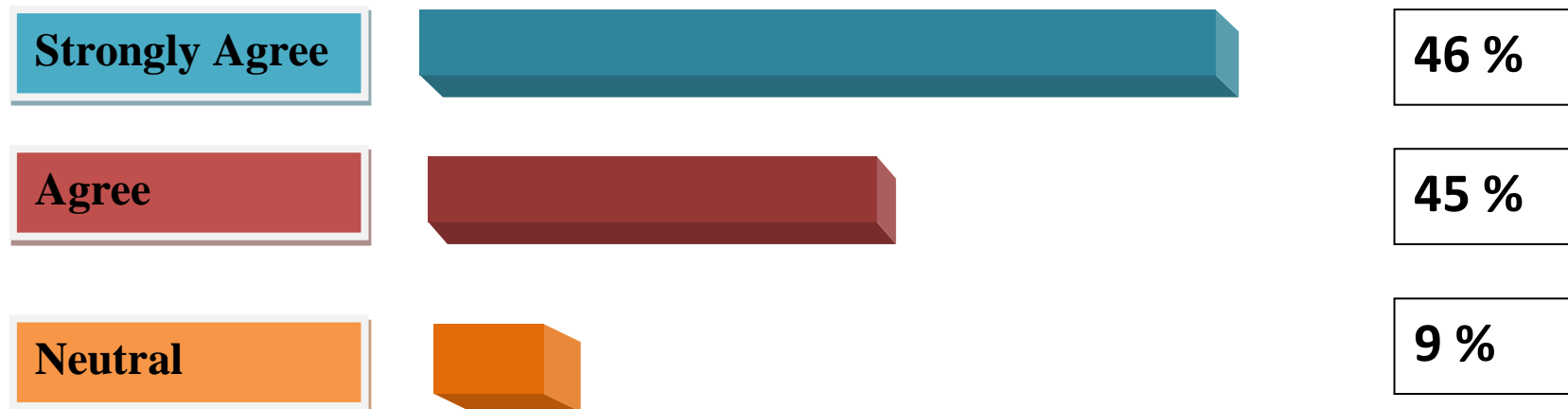
On the whole, students were appreciative with the curriculum.

The curriculum design is important for the teaching learning process, where the teachers are the key stakeholders who play an important role in overall development of the student as well as the Institution.
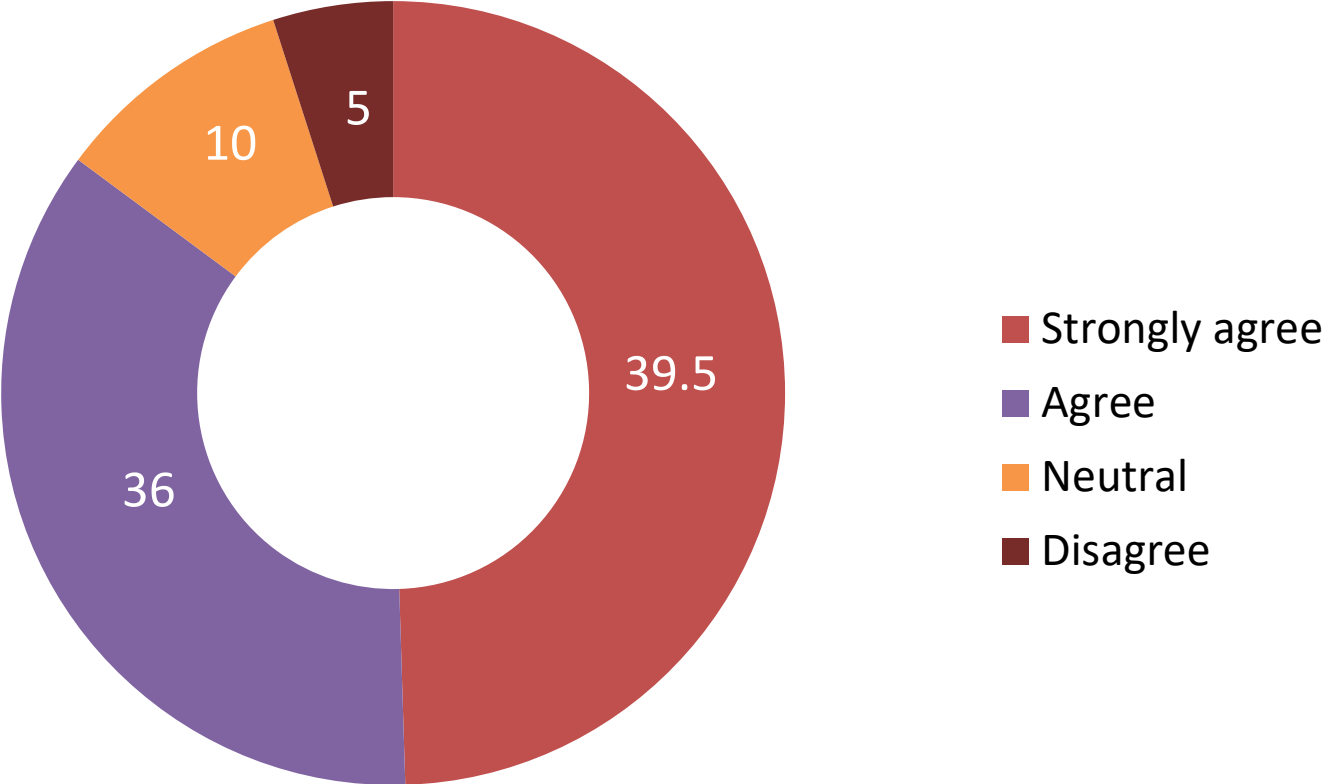
Total of 390 staff members provided their feedback on teaching learning process, curriculum development and evaluation.

1. **Syllabus is suitable to the course and need based**

| | |
|---|---|
| Strongly Agree | 46 % |
| Agree | 45 % |
| Neutral | 9 % |

Fig.1

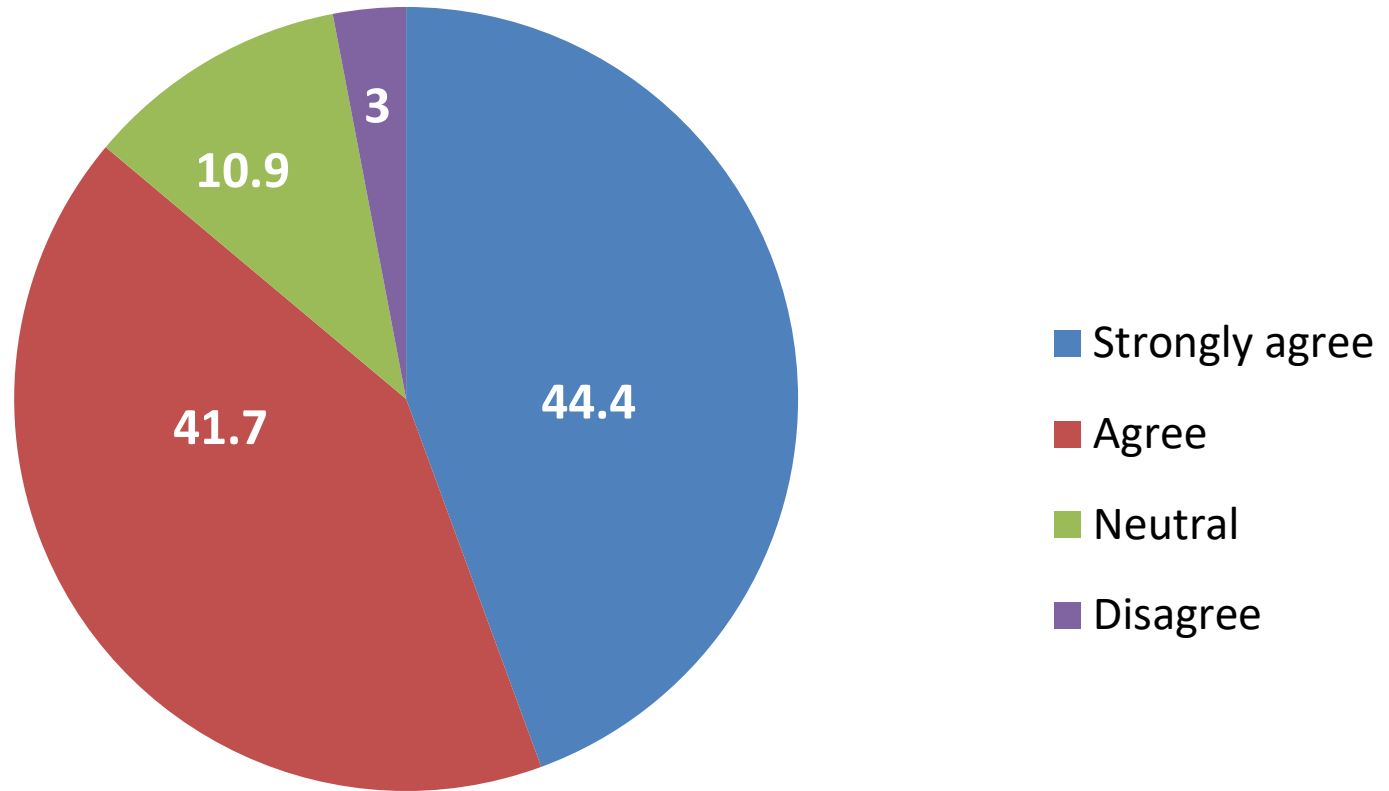**2. The Course /Syllabus has a good balance between theory and application**



**Fig.2**

**Fig.1 clearly illustrate that 46% of faculty Strongly Agreed and 45% Agreed that the suitability of the syllabus for the course is of need based. i.e; Majority of the faculty rated the syllabus as excellent in terms of suitability to course and need.**

**Fig.2 clearly depicts that 39.5% of faculty Strongly Agreed and 36% Agreed that there is a good balance between the theory and application parts of the Course/Syllabus.**
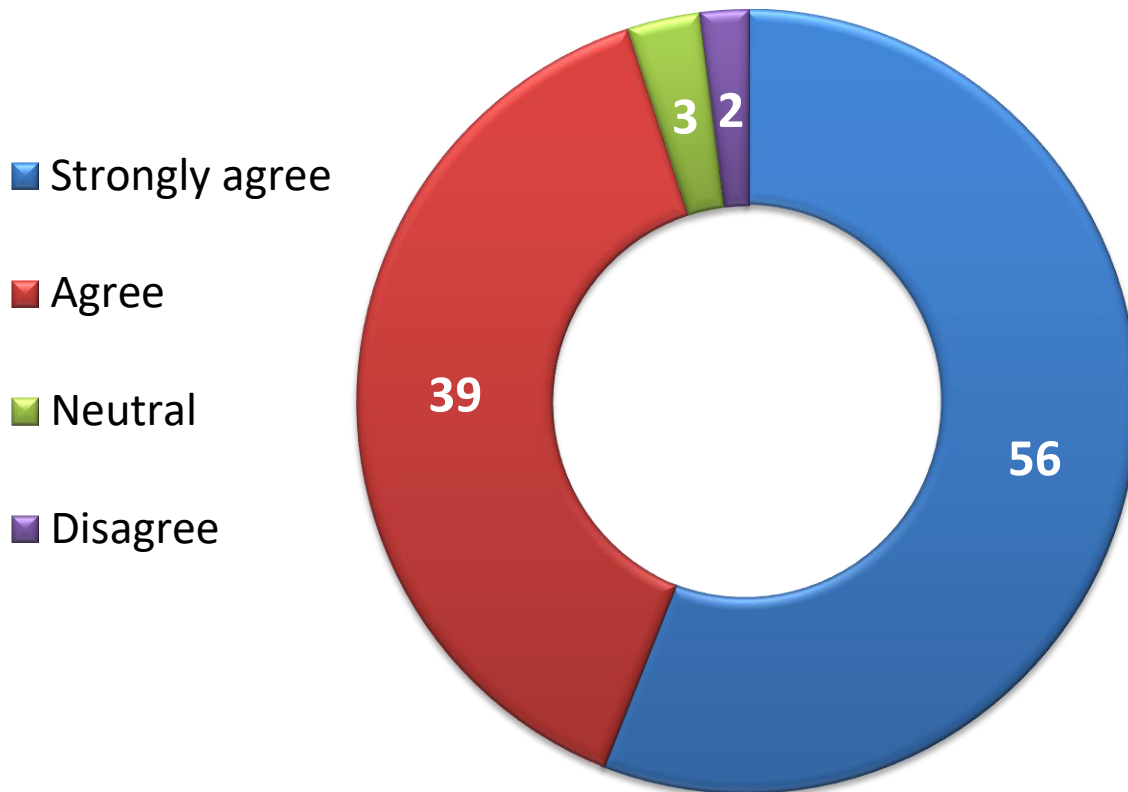
**Overall the Teachers welcomed the syllabus in terms of employability of student and improving the valuable inputs in the curriculum design process with inclusion of syllabus related to application oriented sector.**

**3. Employability is given weight age in curriculum design and development**



**Fig.3**

**4. Representation from Business and Industry in Board of Studies is helpful in designing and improving the syllabus of the courses**



Fig.4

- Strongly agree
- Agree
- Neutral
- Disagree

56

39

3 2

Fig.3 clearly portrays that 44.4% of faculty Strongly Agreed and 41.7% Agreed that they are highly satisfied with the curriculum design and development in terms of employability.

Similarly, fig. 4 clearly describes that 56% faculty Strongly Agreed and 39% Agreed that the representation from business and industries in the Board of Studies is useful in designing and improving the syllabus in course.

Overall the Teachers Strongly in favour that the syllabus is excellent in terms of suitability of course and there is a good balance between the theory and application parts.

**Conclusion**

**The analysis of the feedback highlighted the following points:**

- There was a positive opinion on the syllabus by the faculty

- The faculties were satisfied with the curriculum design process, curriculum revision, the balance between the theoretical and practical aspects of curriculum.

Alumni network is an effective kind of social network for an Institution and feedbackform 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 academic year 2022-2023 nearly 450 alumni respondents participated in the institute curriculum design feedback process.
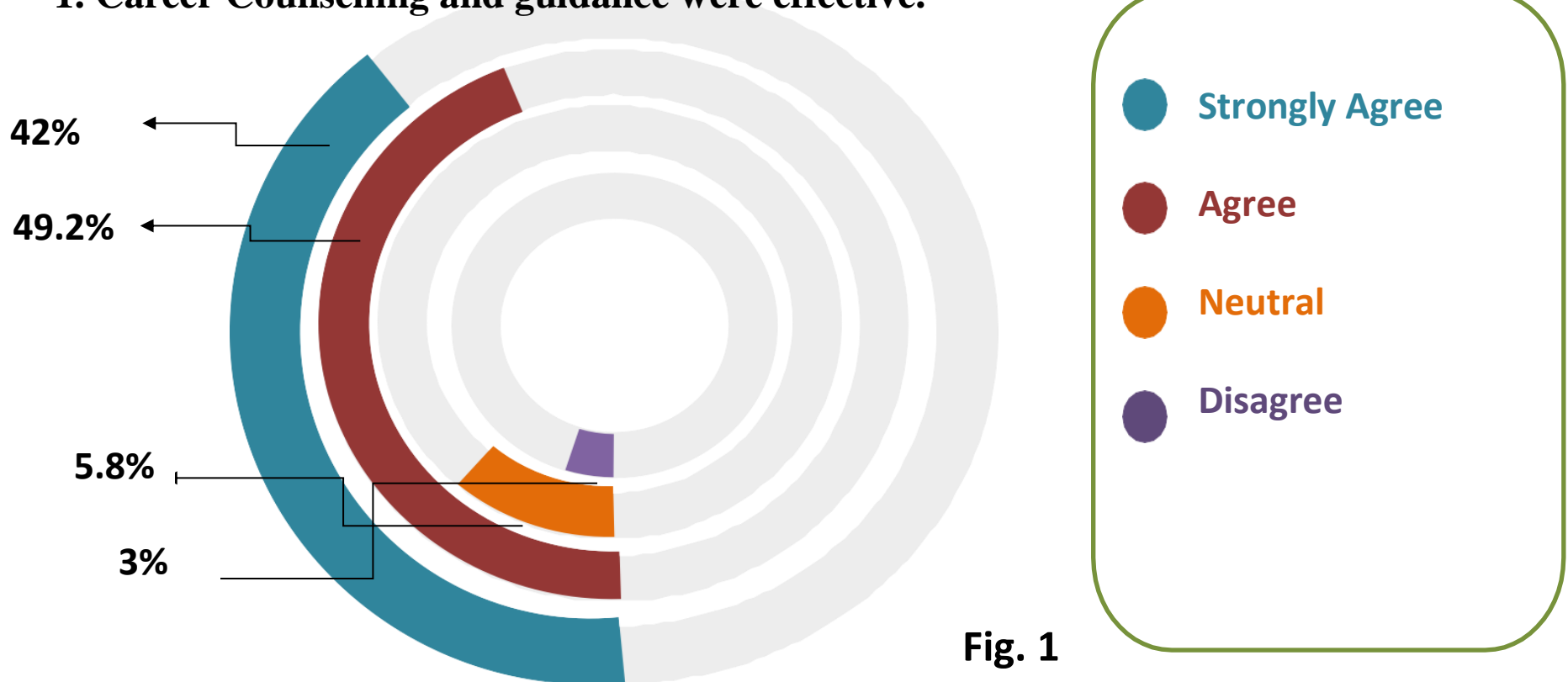
## 1. Career Counselling and guidance were effective.



Fig. 1

**2. The course curriculum design fulfilled my expectations**

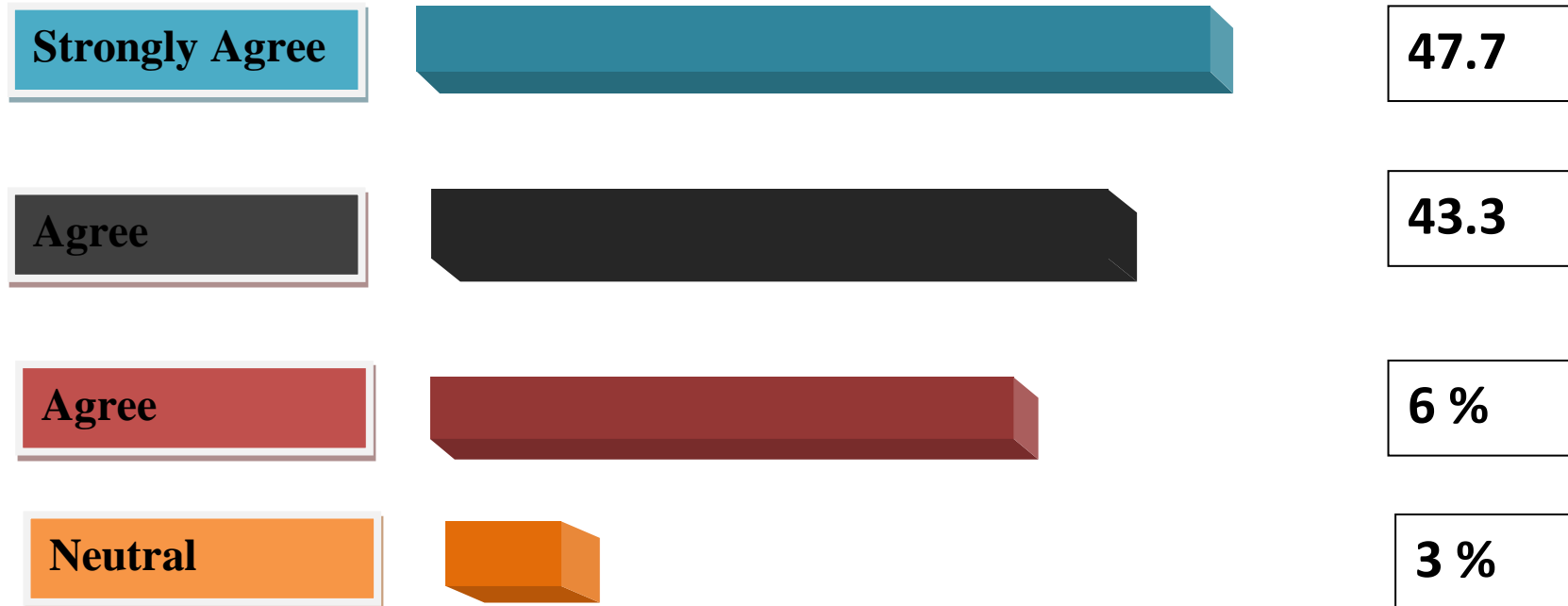| | |
|---|---|
| Strongly Agree | 47.7 |
| Agree | 43.3 |
| Agree | 6 % |
| Neutral | 3 % |

Fig.2

Fig.1 clearly describes that 4 2 % of alumni Strongly Agreedand 49.2 % Agreed that the Institution provides an excellent support in career counseling and guidance.

Fig.2 clearly depicts that 47.7% of alumni Strongly Agreed and 43.3% Agreed that the course curriculum design fulfilled their expectations.

Overall the alumni respondents had a positive response towards the course curriculum design which proved to have a better platform in their career advancement.

**3. The syllabus created interest to pursue post- graduation/research in the particular field**
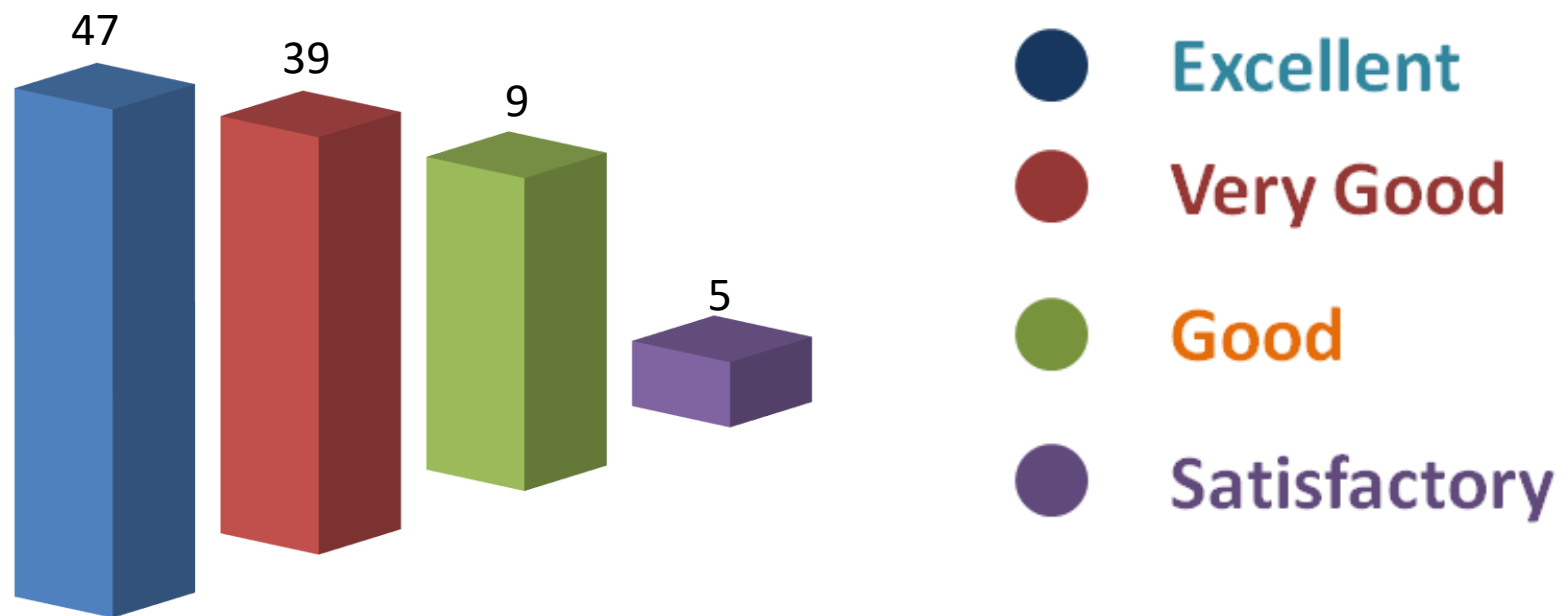


Fig. 3

**4.** **Academic initiatives taken by the university in the form of projects, seminars, workshops etc., improved the knowledge of the students.**

Strongly Agree — 55 %

Agree — 40 %

Neutral — 4 %

Disagree — 1 %

**Fig. 4**

**Fig.3** clearly outlines that **47%** of alumni Strongly Agreed and **39%** Agreed that the syllabus created interest to pursue post-graduation/research.

**Fig.4** provides a clear picture that **55%** of alumni Strongly Agreed and **40%** Agreed that the Academic initiatives taken by the university improved the knowledge of the students.