



SREE SANKARA VIDYAPEETOM COLLEGE

Valayanchirangara, Perumbavoor

Reaccredited with NAAC 'A' Grade
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Preface

As an institution that values feedback as a catalyst for growth, we have actively sought input from our students, faculty, and staff to identify areas of improvement and implement effective measures.

This report provides a comprehensive overview of the feedback received by Sree Sankara Vidyapeetom College to enhance the learning environment and overall educational experience. It highlights our dedication to creating an ideal educational setting that nurtures academic excellence, personal growth, and holistic development.

By actively soliciting feedback from all stakeholders, we aim to foster a culture of open communication, continuous improvement, and collaborative decision-making. We firmly believe that feedback serves as a valuable resource in shaping our educational policies, infrastructure development, and teaching methodologies.

This combined report reflects our commitment to transparency and accountability. It showcases the diligent efforts undertaken by our college administration, faculty, and staff to address the concerns and suggestions expressed by our stakeholders. It serves as a testament to our unwavering commitment to providing an exceptional educational environment that empowers our students to succeed.

We express our heartfelt gratitude to all individuals who have contributed their valuable feedback and insights. Their active participation has played a pivotal role in shaping the positive changes reflected in this report.

We sincerely hope that this Feedback Report will serve as a guiding document, reinforcing our commitment to continuous improvement and fostering an inclusive learning environment at Sree Sankara Vidyapeetom College.

Dr. Resmi R
IQAC Coordinator



Dr. Padma P
Principal in charge

Stakeholders' Feedback Analysis Report 2021-2022

The Sree Sankara Vidyapeetom College values feedback as a catalyst for growth, so we have actively sought input from our students, faculty, staff, alumni, and employers to identify areas of improvement for the academic year 2021-2022. The Internal Quality Assurance Cell (IQAC) spearheads these initiatives and creates an action plan to address weaknesses and capitalise on areas of improvement. Our system's flexibility and accessibility encourage stakeholders to share their insights through various means, mainly with Google Forms. This process underscores our commitment to upholding the highest standards in education and campus life, adapting to the evolving needs and preferences of our college community.

Feedback Mechanism

Feedback Collection: At Sree Sankara Vidyapeetom College, gathering feedback on our Curriculum and Academic Environment from various stakeholders is a priority. This effort is a crucial part of our quality enhancement initiative, led by the IQAC. Each year, a dedicated team develops a comprehensive questionnaire that goes beyond the typical 5-point rating scale. Our questionnaire includes multiple-choice, yes/no questions, and qualitative inputs, providing a nuanced understanding of stakeholder perspectives. Regularly reviewed and updated, the questionnaire is approved by the IQAC before distribution. Stakeholders can respond through offline methods or online via Google Forms.

Feedback Analysis: The IQAC is instrumental in analysing feedback from different stakeholders. It compiles a comprehensive feedback summary and generates department-specific reports, essential for understanding each department's unique needs and suggestions.

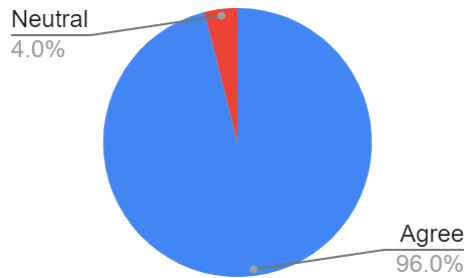
Action Plan: In response to the feedback analysis, the IQAC and departments at Sree Sankara Vidyapeetom College formulate and execute targeted action plans. These may involve curriculum adjustments, teaching method updates, or infrastructural enhancements. Each department provides an Action Taken Report to the IQAC, culminating in a comprehensive institutional report. This report, reflecting the feedback and actions of the academic year 2021-2022, is submitted to relevant authorities, including the university and governing body.

Communication of Feedback and Actions: Ensuring transparency and stakeholder awareness, the feedback analysis and action details are disseminated through the college website, emails, and notice boards. This approach keeps everyone informed about the ongoing improvements at Sree Sankara Vidyapeetom College.

Student Feedback Analysis Report 2021-2022

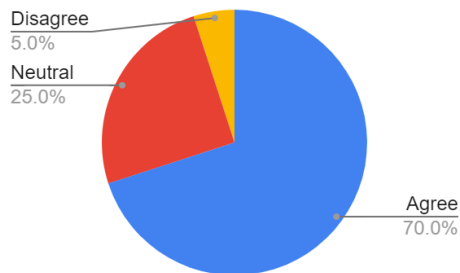
Overall, the feedback indicates a positive perception of various aspects of the institution. The respondents generally agree or strongly agree with most statements, suggesting a favourable experience. Below is a summary of the feedback received for each statement:

Hygiene classroom environment of the institution improves the quality of learning.



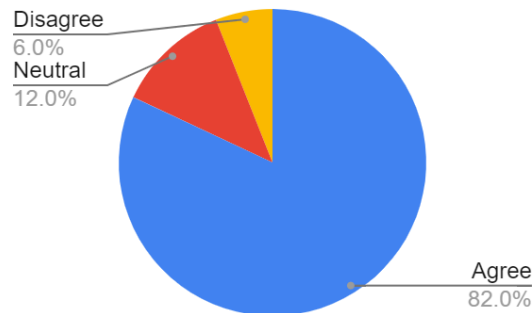
The majority of respondents agree that a clean and hygienic classroom environment positively impacts the quality of learning.

Library ambience provides enough informal learning spaces.



A significant portion of respondents agrees that the library ambience offers sufficient informal learning spaces, while a quarter remains neutral on the statement.

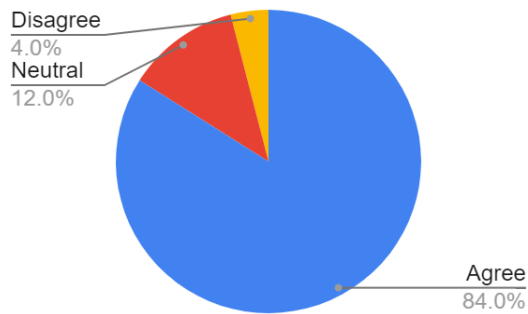
Co-curricular ambience of the institution gives enough flexibility for students to explore themselves.



The majority agrees that the co-curricular ambience of the institution allows students to explore themselves adequately, though a small percentage is neutral or disagrees.

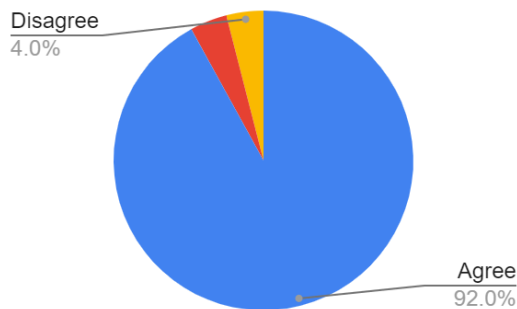


Clarity in the rules of the evaluation process improved the academic performance.



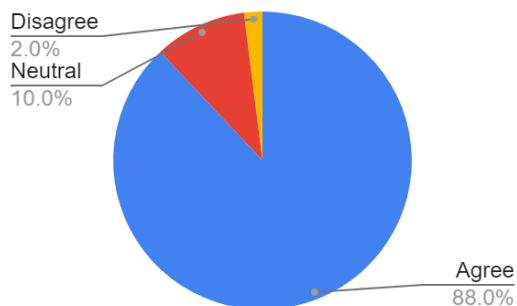
A significant majority agrees that clear rules in the evaluation process have a positive impact on academic performance.

The laboratory environment enabled effective learning and understanding of experiments.



The majority of respondents agree that the laboratory environment facilitates effective learning and understanding of experiments.

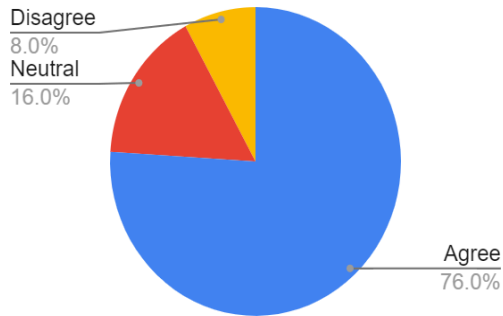
Availability of teachers for discussion and guidance improves academic performance.



A large percentage agrees that the availability of teachers for discussion and guidance positively affects academic performance.

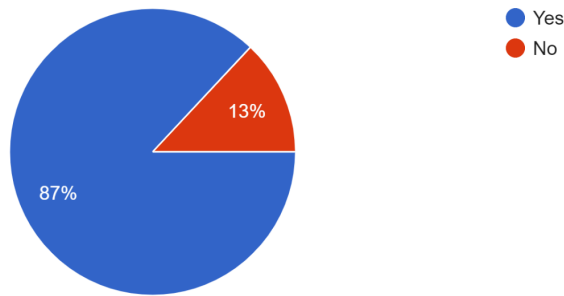


The teachers were helpful in compensating for the inadequacy of information in textbooks.

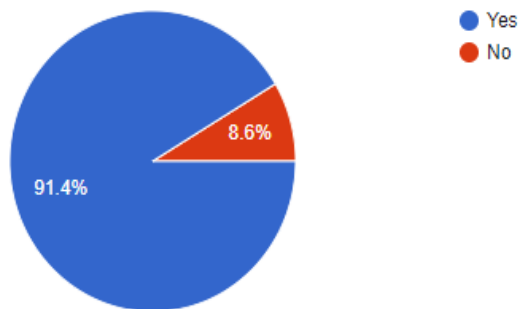


A significant portion agrees that teachers play a helpful role in compensating for the inadequacy of information in textbooks, though some respondents remain neutral or disagree.

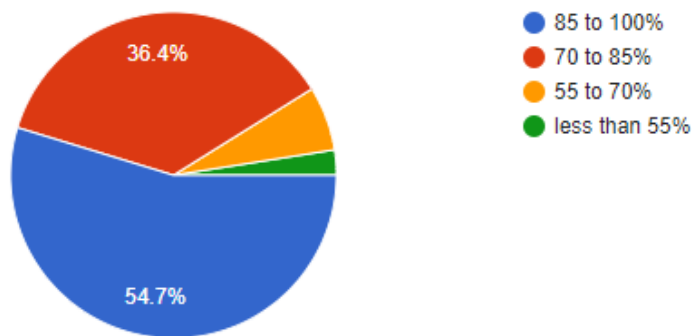
The syllabus of each course was completely covered by the teachers.



Was the curriculum for the program clearly introduced when you joined the college?



How effectively the curriculum for the program was implemented?



Based on the feedback, the institution seems to have succeeded in creating a hygienic classroom environment, providing adequate library spaces, and offering flexibility for co-curricular activities. The clarity in the evaluation process, availability of teachers for guidance, and the laboratory environment are also seen as positive aspects. However, there is room for improvement in addressing the adequacy of information in textbooks, as some respondents remain neutral or disagree on this statement.

Overall, the feedback suggests a generally positive experience, highlighting areas of strength as well as opportunities for further enhancement.

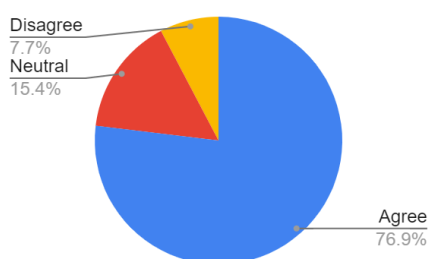


Faculty Feedback Analysis Report 2021-2022

The faculty feedback report highlights the valuable insights provided by both U.G. and P.G. teachers regarding the strengths and areas for improvement in the respective curricula. The recommendations provided by the teachers served as a foundation for curriculum enhancements, ensuring a more comprehensive and industry-relevant education for the students.

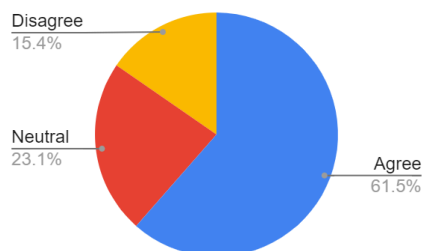
Undergraduate (U.G.) Faculty Feedback Data:

Clarity of the course outcomes stated in the curriculum:



Agree: 50 teachers (76.9%)
Neutral: 10 teachers (15.4%)
Disagree: 5 teachers (7.7%)

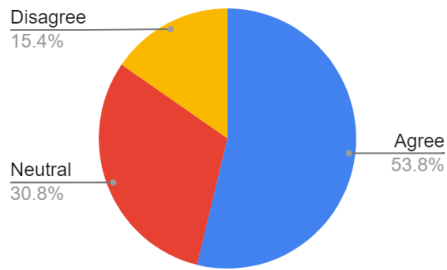
Sufficiency of instructional hours for the completion of syllabus:



Agree: 40 teachers (61.5%)
Neutral: 15 teachers (23.1%)
Disagree: 10 teachers (15.4%)

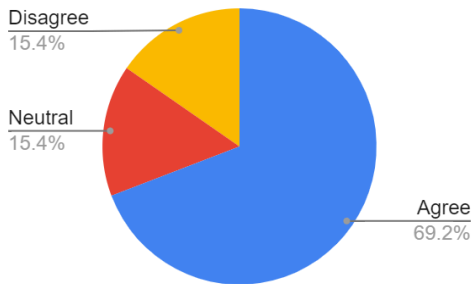


Availability of teaching resources and study material related to the curriculum:



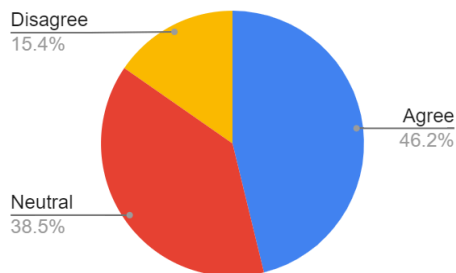
Agree: 35 teachers (53.8%)
Neutral: 20 teachers (30.8%)
Disagree: 10 teachers (15.4%)

Integration of advanced topics in the curriculum:



Agree: 45 teachers (69.2%)
Neutral: 10 teachers (15.4%)
Disagree: 10 teachers (15.4%)

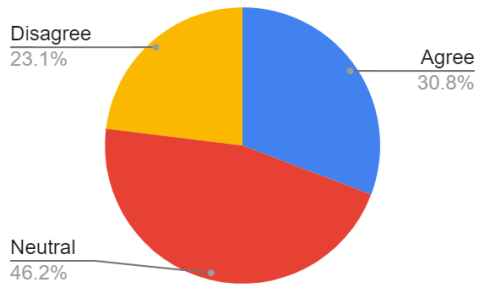
Potential of the curriculum to be a bridge to higher studies:



Agree: 30 teachers (46.2%)
Neutral: 25 teachers (38.5%)
Disagree: 10 teachers (15.4%)

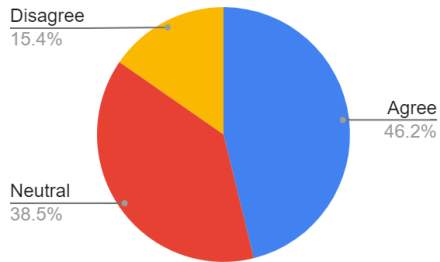


Relevance of the content of the curriculum to career requirements:



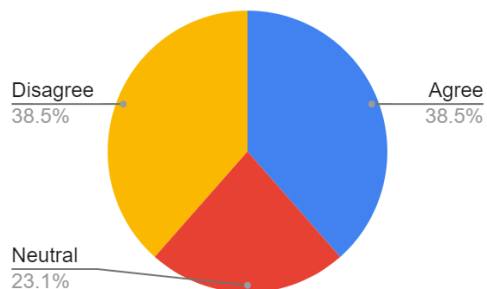
Agree: 20 teachers (30.8%)
Neutral: 30 teachers (46.2%)
Disagree: 15 teachers (23.1%)

Inclusion of courses in the curriculum for attaining problem-solving skills:



Agree: 30 teachers (46.2%)
Neutral: 25 teachers (38.5%)
Disagree: 10 teachers (15.4%)

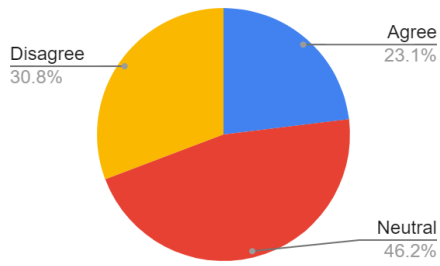
Provisions in the curriculum for developing soft skills:



Agree: 25 teachers (38.5%)
Neutral: 15 teachers (23.1%)
Disagree: 25 teachers (38.5%)

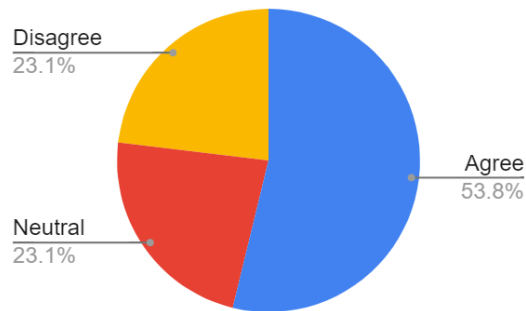


Scope of the curriculum in enhancing leadership qualities and life skills:



Agree: 15 teachers (23.1%)
Neutral: 30 teachers (46.2%)
Disagree: 20 teachers (30.8%)

Initiatives in the curriculum to mold students as competent professionals:

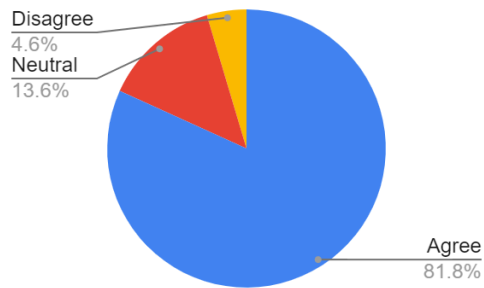


Agree: 35 teachers (53.8%)
Neutral: 15 teachers (23.1%)
Disagree: 15 teachers (23.1%)



Postgraduate (P.G.) Faculty Feedback Data:

Content of the courses are in tune with the outcomes:

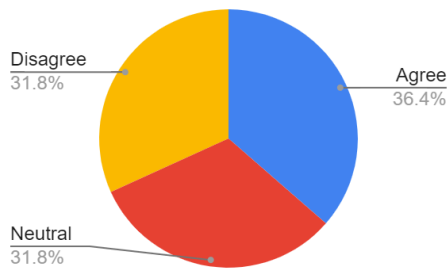


Agree: 18 teachers (81.8%)

Neutral: 3 teachers (13.6%)

Disagree: 1 teacher (4.6%)

Sufficiency of instructional hours for the completion of syllabus:

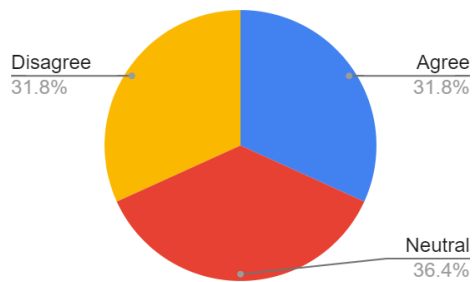


Agree: 8 teachers (36.4%)

Neutral: 7 teachers (31.8%)

Disagree: 7 teachers (31.8%)

Availability of teaching resources and study material related to the curriculum:



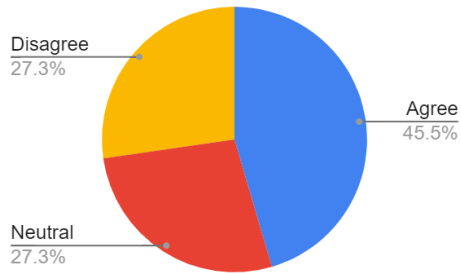
Agree: 7 teachers (31.8%)

Neutral: 8 teachers (36.4%)

Disagree: 7 teachers (31.8%)

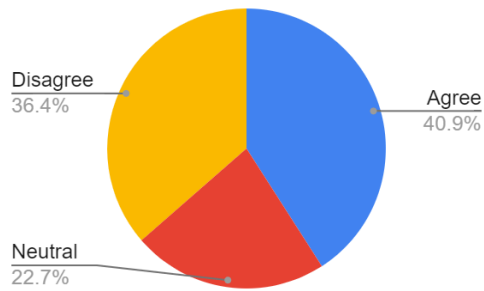


Integration of advanced topics in the curriculum to inspire research aptitude:



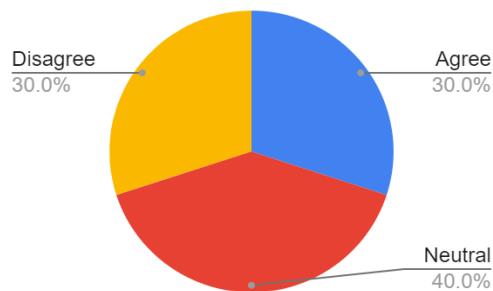
Agree: 10 teachers (45.5%)
Neutral: 6 teachers (27.3%)
Disagree: 6 teachers (27.3%)

Potential of the curriculum to explore new areas of knowledge:



Agree: 9 teachers (40.9%)
Neutral: 5 teachers (22.7%)
Disagree: 8 teachers (36.4%)

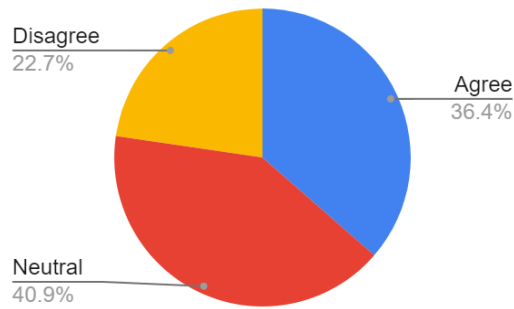
Adequacy of contents in the curriculum required for challenging careers:



Agree: 6 teachers (27.3%)
Neutral: 8 teachers (36.4%)
Disagree: 6 teachers (27.3%)

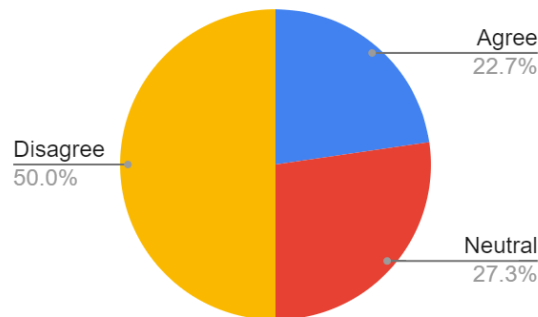


Inclusion of courses in the curriculum for attaining problem-solving skills:



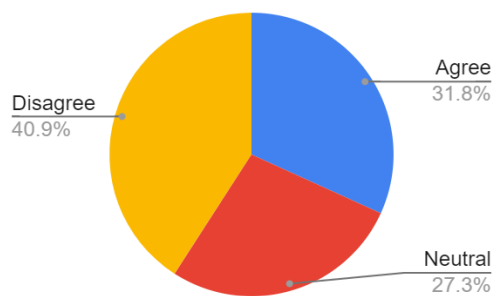
Agree: 8 teachers (36.4%)
Neutral: 9 teachers (40.9%)
Disagree: 5 teachers (22.7%)

Provisions in the curriculum for developing soft skills:



Agree: 5 teachers (22.7%)
Neutral: 6 teachers (27.3%)
Disagree: 11 teachers (50%)

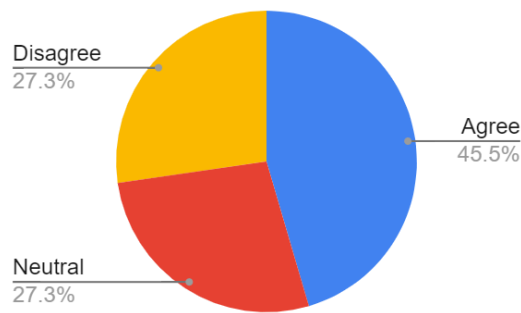
Scope of the curriculum in enhancing leadership qualities and life skills:



Agree: 7 teachers (31.8%)
Neutral: 6 teachers (27.3%)
Disagree: 9 teachers (40.9%)



Initiatives in the curriculum to mould students as competent professionals:



Agree: 10 teachers (45.5%)
Neutral: 6 teachers (27.3%)
Disagree: 6 teachers (27.3%)

Undergraduate (U.G.) Feedback

Clarity of Course Outcomes: The feedback suggests that there is room for improvement in the clarity of course outcomes stated in the curriculum. Some teachers expressed the need for more explicit and measurable learning objectives.

Sufficiency of Instructional Hours: The majority of the U.G. Teachers expressed concerns regarding the sufficiency of instructional hours for the completion of the syllabus. They suggested allocating additional time to cover the curriculum effectively.

Availability of Teaching Resources and Study Material: The feedback indicates that there is a need to enhance the availability of teaching resources and study materials related to the curriculum. Teachers highlighted the importance of easily accessible and up-to-date materials to support effective teaching.

Integration of Advanced Topics: Teachers generally appreciated the integration of advanced topics in the curriculum. However, some recommended further incorporation of cutting-edge concepts and emerging trends to keep pace with evolving industries.

Potential as a Bridge to Higher Studies: The feedback suggests that the U.G. The curriculum has good potential to serve as a bridge to higher studies. Teachers acknowledged the curriculum's ability to provide students with a solid foundation for further academic pursuits.

Relevance of Content to Career Requirements: There were mixed opinions regarding the relevance of the curriculum's content to career requirements. Some



teachers felt that the curriculum adequately aligned with industry needs, while others suggested incorporating more practical and industry-oriented components.

Inclusion of Courses for Problem-Solving Skills: The majority of teachers appreciated the inclusion of courses in the curriculum that aimed to develop problem-solving skills. However, they emphasised the need for a more comprehensive and integrated approach to problem-solving throughout the curriculum.

Provisions for Developing Soft Skills: The feedback highlighted the importance of incorporating provisions for developing soft skills within the curriculum. Teachers suggested integrating activities, projects, and assessments that foster communication, teamwork, and leadership skills.

Scope for Enhancing Leadership Qualities and Life Skills: Teachers recognized the curriculum's potential in enhancing leadership qualities and life skills. However, they recommended incorporating more experiential learning opportunities, such as internships and community engagement, to further nurture these attributes.

Initiatives for Moulding Competent Professionals: Teachers acknowledged the existing initiatives in the curriculum aimed at moulding students as competent professionals. However, they suggested exploring additional opportunities for industry collaborations, guest lectures, and practical application of theoretical knowledge.

Postgraduate (P.G.) Feedback:

Alignment of Course Content with Outcomes: The feedback indicated that the course content in the P.G. curriculum aligns well with the intended outcomes. Teachers appreciated the rigour and depth of the subjects offered.

Sufficiency of Instructional Hours: Similar to the U.G. feedback, some P.G. Teachers expressed concerns about the sufficiency of instructional hours for the completion of the syllabus. They recommended revisiting the time allocation to ensure comprehensive coverage of the curriculum.

Availability of Teaching Resources and Study Material: The feedback highlighted the need to improve the availability of teaching resources and study materials related to the P.G. curriculum. Teachers emphasised the significance of updated and specialised resources for advanced-level studies.



Integration of Advanced Topics to Inspire Research Aptitude: Teachers positively acknowledged the integration of advanced topics in the P.G. curriculum. They suggested expanding the inclusion of research-oriented subjects and promoting a research-driven mindset among students.

Potential for Exploring New Areas of Knowledge: The feedback revealed that the P.G. curriculum has great potential for exploring new areas of knowledge. Teachers appreciated the emphasis on interdisciplinary approaches and encouraged further diversification of subjects.

Adequacy of Content for Challenging Careers: While recognizing the adequacy of the curriculum's content for challenging careers, some teachers suggested incorporating more industry-specific case studies and practical applications to enhance students' real-world readiness.

Inclusion of Courses for Problem-Solving Skills: Teachers appreciated the inclusion of courses in the curriculum that focused on developing problem-solving skills. They suggested augmenting these efforts by integrating more hands-on projects and simulations.

Provisions for Developing Soft Skills: The feedback emphasised the importance of provisions for developing soft skills within the P.G. curriculum. Teachers recommended incorporating activities such as presentations, seminars, and workshops to enhance communication and leadership abilities.

Scope for Enhancing Leadership Qualities and Life Skills: Teachers recognized the scope for enhancing leadership qualities and life skills within the P.G. curriculum. They recommended exploring opportunities for mentorship programs and networking events to foster personal and professional growth.

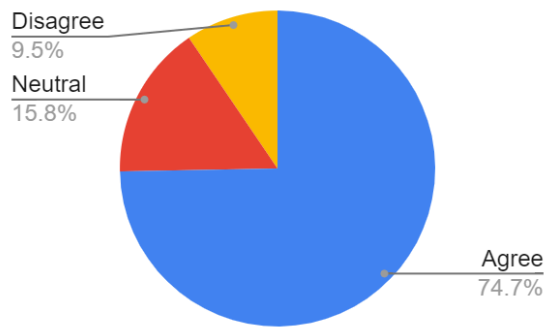
Initiatives for Molding Competent Professionals: Teachers acknowledged the existing initiatives in the P.G. curriculum to mold students as competent professionals. They suggested further expanding industry collaborations and research internships to strengthen practical skills and professional networks.



Alumni Feedback Report 2021-2022

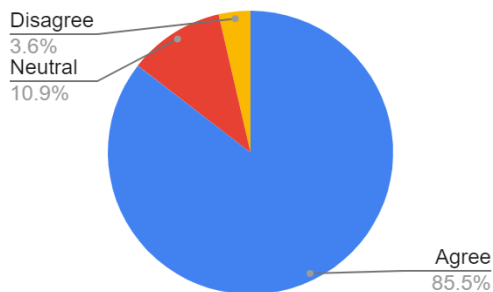
Based on the responses received from 121 alumni, the following are the key findings based on our questions:

How well did the curriculum prepare you for your career or further studies?



Agree: 165 students (74.7%)
Neutral: 35 students (15.8%)
Disagree: 21 students (9.5%)

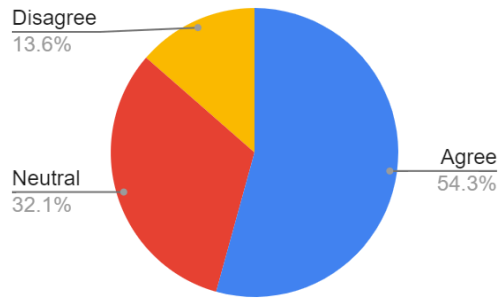
Did you find the add-on courses offered by the department beneficial to your professional development?



Agree: 189 students (85.5%)
Neutral: 24 students (10.9%)
Disagree: 8 students (3.6%)

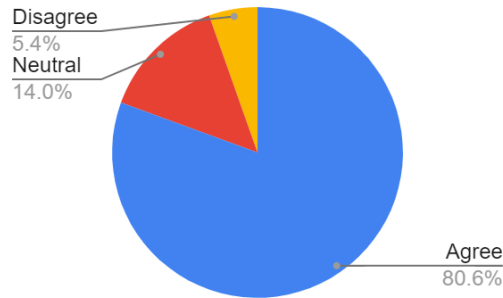


Were the instructional hours sufficient for covering the syllabus effectively?



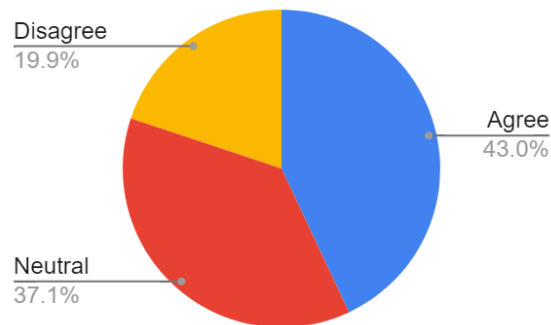
Agree: 120 students (54.3%)
Neutral: 71 students (32.1%)
Disagree: 30 students (13.6%)

Did you have access to adequate teaching resources and study material during your time in the program?



Agree: 178 students (80.5%)
Neutral: 31 students (14.0%)
Disagree: 12 students (5.4%)

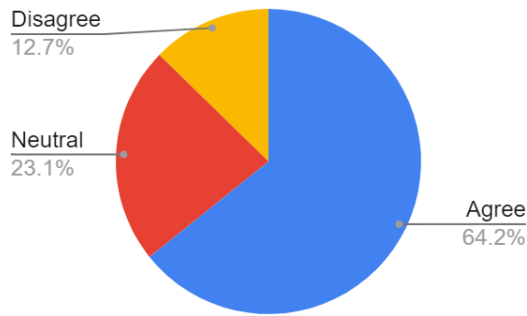
Were advanced topics integrated into the curriculum to enhance your research aptitude?



Agree: 95 students (43.0%)
Neutral: 82 students (37.1%)
Disagree: 44 students (19.9%)

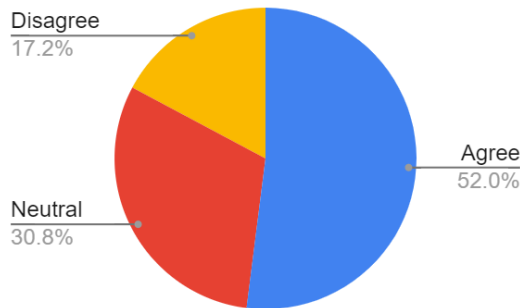


How relevant was the content of the curriculum to the current industry requirements?



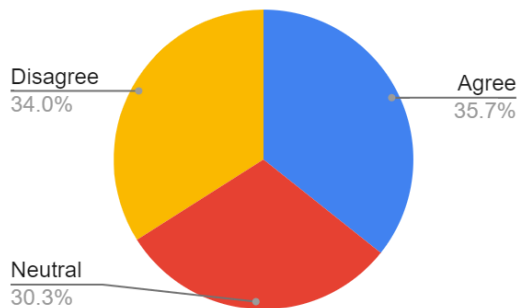
Agree: 142 students (64.3%)
Neutral: 51 students (23.1%)
Disagree: 28 students (12.7%)

Did the curriculum provide you with problem-solving skills that are applicable to real-world challenges?



Agree: 115 students (52.0%)
Neutral: 68 students (30.8%)
Disagree: 38 students (17.2%)

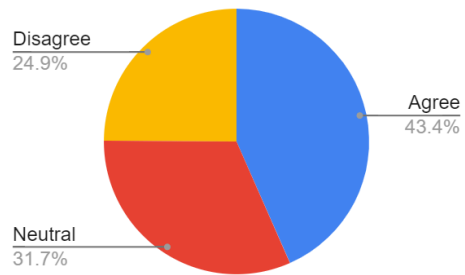
Did the curriculum offer provisions for developing soft skills and communication abilities?



Agree: 79 students (35.7%)
Neutral: 67 students (30.3%)
Disagree: 75 students (34.0%)

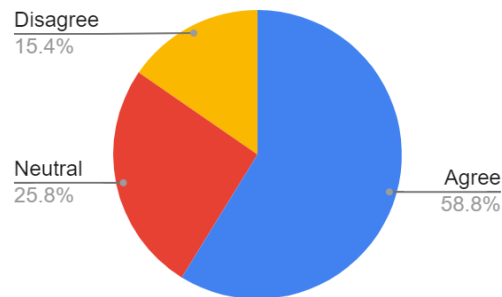


Did the curriculum help in enhancing your leadership qualities and life skills?



Agree: 96 students (43.4%)
Neutral: 70 students (31.7%)
Disagree: 55 students (24.9%)

Did the initiatives taken in the curriculum mold you into a competent professional?



Agree: 130 students (58.8%)
Neutral: 57 students (25.8%)
Disagree: 34 students (15.4%)

Employer Feedback Analysis Report 2021-2022

The feedback from employers is crucial in understanding how well our institution's curriculum aligns with industry requirements and the employability of our graduates. This analysis is a critical component in our continuous efforts to enhance our academic programs and ensure our students are fully prepared for their professional careers.

Key Findings

Employers have positively rated our curriculum in terms of relevance for employability and effectiveness in fostering innovative thinking and skill-oriented human resource development. A significant suggestion from the employers was the introduction of new skill-based and technology-oriented courses into the curriculum. They emphasised the need for courses that are more aligned with current technological advancements and industry demands. The syllabus was also recognized as being need-based and effective in nurturing entrepreneurship skills. These insights highlight the necessity of integrating contemporary skills and technologies into our educational programs to maintain alignment with evolving industry requirements.

Conclusion

The employer feedback highlights our institution's achievements in delivering a curriculum that meets academic standards and aligns with industry needs. It also points towards a clear direction for future enhancements, particularly in incorporating new skill-based and technology-oriented courses. Our commitment to continuous improvement and educational excellence is reaffirmed by these findings. We will persist in our engagement with employers and other stakeholders to further advance our educational offerings, ensuring our students are well-equipped for successful and relevant careers in today's rapidly changing professional landscape.

We hereby submit this report to the College Council and Management for their review and further guidance



Dr. Resmi R
IQAC Coordinator

Date: 05 / 01 /2022



Dr. Padma P
Principal in charge