



## **SREE NARAYANA COLLEGE, NATTIKA**

(ESTD: 1967; Affiliated to University of Calicut)

NAAC Re-accredited (III Cycle) with Grade B+ (CGPA: 2.68)

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## **INTERNAL QUALITY ASSURANCE CELL**

Dr. Jaya P S  
(Principal)

Dr. Sankaran K K  
(IQAC Coordinator)

### **1.4 FEED BACK ANALYSIS 2024-25**

The college employs a robust online feedback system to gather insights into various aspects of its operations. Feedback sessions are conducted at the conclusion of each semester, covering evaluations of teaching staff, program effectiveness, and campus facilities. The Internal Quality Assurance Cell (IQAC) meticulously analyses the feedback responses to identify areas for enhancement.

Teachers receive constructive feedback on their performance, enabling them to track their progress and refine their teaching methodologies. They are encouraged to maintain consolidated feedback records in their personal profiles and adapt their teaching strategies to address identified weaknesses. Furthermore, feedback on the curriculum is gathered from students, alumni, and employers to ensure academic standards of our alumni. During the period of 2024-25, feedback was collected from four key stakeholder groups:

- I. Students,
- II. Faculty Members,
- III. Employers and
- IV. Alumni.

### **I. STUDENTS' FEEDBACK**

#### **A. FEEDBACK ON CURRICULUM BY STUDENTS**

Feedback on the curriculum provided by students offers invaluable insights into the effectiveness and relevance of educational programs. Students are the primary beneficiaries of the curriculum, and their perspectives provide a direct reflection of how well it aligns with their learning needs and aspirations. Through feedback, students can express their opinions on various aspects of the curriculum, including course content, teaching methodologies, assessment methods,

and overall learning experiences. This feedback not only helps educators understand areas of strength and weakness but also enables them to make informed decisions to enhance the curriculum and optimize the learning environment. By actively soliciting and considering feedback from students, educational institutions demonstrate their commitment to continuous improvement and student-centred learning. Moreover, involving students in the curriculum feedback process empowers them to take ownership of their education and contribute to shaping the future direction of their academic journey.

The survey was conducted to assess students' perceptions of the curriculum, the relevance of course content, the effectiveness of the teaching-learning process, and the overall educational experience. This feedback serves as a critical tool for continuous improvement, enabling the institution to identify strengths, address gaps, and align educational practices with both industry standards and global academic trends.

The primary objectives of the survey were to:

- Gauge student satisfaction with curriculum relevance and alignment with industry needs.
- Evaluate the effectiveness of teaching methodologies, assessments, and support mechanisms.
- Understand the availability and adequacy of resources, such as reference materials and remedial support.
- Identify potential areas for curriculum improvement, particularly regarding cross-cutting issues and experiential learning.

The survey was conducted online, with students rating each item on a scale of 1 to 5, where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Each response was averaged to produce a Mean Score and Mean Percentage Score is also calculated for measuring the perception level. Following table gives the average and mean percentage score of responses of the students' feedback on curriculum.

**TABLE 1 - FEEDBACK ON CURRICULUM BY STUDENTS**

	STATEMENT	MEAN	MPS
1	The Curriculum is in line with global and industry needs/ employability	3.39	50.92
2	Course content is relevant in current scenario	3.53	52.97
3	The Projects/Assignments were related to the syllabus of the programme	3.80	56.96
4	Courses are dealing with cross cutting issues of Gender, Environment, Sustainability, ICT & Nationalism	3.32	49.85

5	Curriculum has scope for project, student exchange, field visits and linkage	3.57	53.55
6	Curriculum enables to acquire knowledge from simple to complex concepts	3.58	53.63
7	The Teaching learning process is very effective	3.76	56.34
8	Effective communication by the faculty	3.75	56.22
9	Participatory, experiential and student-centered learning makes easy learning	3.64	54.58
10	There is variety in internal assessment	3.42	51.29
11	Internal Evaluation process is fair and unbiased	3.52	52.73
12	Remedial coaching helped upliftment of slow learners	3.45	51.74
13	Sufficient reference books are available based on the syllabi	3.59	53.88
14	Curriculum enables opportunities and interest for higher learning	3.55	53.22
15	The overall quality of teaching -learning process in this institution is very good	3.68	55.23

\*Mean Percentage Score

- ***“The Curriculum is in line with global and industry needs/employability” – Mean: 3.39, MPS: 50.92***

Students show moderate agreement that the curriculum supports employability and aligns with industry and global trends. A mean of 3.39 indicates that while many students feel the curriculum is relevant, a significant portion are either neutral or unconvinced. This suggests that more explicit industry linkage (internships, real-world case studies, skill-based courses) would help. Strengthening connections with employers and aligning course outcomes with job skills frameworks can raise this perception.

- ***“Course content is relevant in current scenario” – Mean: 3.53, MPS: 52.97***

This indicates a reasonably positive perception of the contemporariness of the syllabus. Students broadly feel that what they learn is suitable for the present context, but it is not rated as “excellent”. This hints that periodic updates are happening, but there may be gaps in fast-evolving areas (technology, digital tools, recent policy/market changes). Incorporating more current examples, recent case studies, and contemporary issues into regular teaching would strengthen this further.

- ***“The Projects/Assignments were related to the syllabus of the programme” – Mean: 3.80, MPS: 56.96***

This is one of the stronger areas. Students largely agree that assignments and projects

are aligned with what is taught. This indicates that faculty are designing assessments that reinforce curricular content and learning outcomes. It also suggests that evaluation is generally meaningful and not arbitrary. Going forward, this strength can be leveraged by adding more application-based projects, mini-research, field-based tasks, etc.

- ***“Courses are dealing with cross-cutting issues of Gender, Environment, Sustainability, ICT & Nationalism” – Mean: 3.32, MPS: 49.85***

The score shows only moderate visibility of cross-cutting themes. Students may feel that although these topics are mentioned, they are not systematically integrated or foregrounded across courses. It suggests a need to embed these issues more explicitly in learning outcomes, content, assignments and classroom discussions. Separate modules, add-on courses, seminars and projects on gender, sustainability, ICT use, and citizenship could help.

- ***“Curriculum has scope for project, student exchange, field visits and linkage” – Mean: 3.57, MPS: 53.55***

Students see a reasonably good scope for experiential components like projects and field visits. However, the score also implies that these opportunities may not be uniformly available or fully utilised. Student exchange and external linkages may still be limited in practice. Enhancing MoUs, industry/NGO linkages, study tours, field work and exchange programmes will convert this moderate strength into a strong one.

- ***“Curriculum enables to acquire knowledge from simple to complex concepts” – Mean: 3.58, MPS: 53.63***

This suggests that students largely recognise a logical progression in the curriculum structure (from basics to advanced topics). It reflects well on course sequencing and layering of concepts. Some students, however, may find certain topics too abrupt or advanced. Better scaffolding through bridge courses, revision sessions, concept maps and prerequisite reviews can further support learners.

- ***“The Teaching learning process is very effective” – Mean: 3.76, MPS: 56.34***

Students have a clearly positive view of classroom teaching and learning strategies. This indicates that pedagogical approaches, explanations, and engagement methods are generally effective. The fact that this is one of the higher scores shows faculty strength in teaching practice. To enhance further, more active learning methods (group work, simulations, flipped learning) can be incorporated.

- ***“Effective communication by the faculty” – Mean: 3.75, MPS: 56.22***

Here too, students express strong satisfaction. Faculty are perceived as clear,

understandable and approachable communicators. This is a core strength, particularly important for first-generation learners or those with language barriers. Maintaining this standard while also using multilingual support, visuals, and technology (PPTs, LMS, videos) can sustain and improve this perception.

- ***“Participatory, experiential and student-centered learning makes easy learning”*** – **Mean: 3.64, MPS: 54.58**

Students acknowledge the presence of student-centred and experiential methods, and they find these approaches helpful. However, the mean suggests that such methods might not be consistent across all courses or teachers. Expanding participatory practices (presentations, discussions, role plays, projects, lab/field activities) across departments will help institutionalise this into the teaching culture.

- ***“There is variety in internal assessment”*** – **Mean: 3.42, MPS: 51.29**

Students feel that internal assessment has some variety, but not to a very high degree. This may mean that common formats (tests, assignments) dominate, while innovative formats (portfolios, seminars, peer assessment, creative tasks) are used less frequently. It would be beneficial to diversify assessment tools to capture different learning styles and competencies.

- ***“Internal Evaluation process is fair and unbiased”*** – **Mean: 3.52, MPS: 52.73**

This indicates a reasonably good level of trust in the internal evaluation process. Students generally believe faculty are fair and impartial. The moderate score suggests that while no serious issues are perceived, communication on transparency (rubrics, criteria disclosure, feedback on performance) could still be improved, which would push perceptions closer to “very high”.

- ***“Remedial coaching helped upliftment of slow learners”*** – **Mean: 3.45, MPS: 51.74**

Students recognise that remedial coaching exists and is helpful, but the impact is seen as moderate rather than strong. This could mean that either the coverage, timing or intensity of remedial work is insufficient, or not all needy students are availing it. Strengthening mentoring, special classes, bridge courses, language support and follow-up mechanisms would improve this perception.

- ***“Sufficient reference books are available based on the syllabi”*** – **Mean: 3.59, MPS: 53.88**

Students feel there is generally adequate library support, both in terms of textbooks and references. However, since the score is not extremely high, it suggests gaps in multiple

copies, latest editions, or subject-specific specialised texts. Emphasis on updating library holdings and increasing digital access (e-books, databases) can further raise satisfaction.

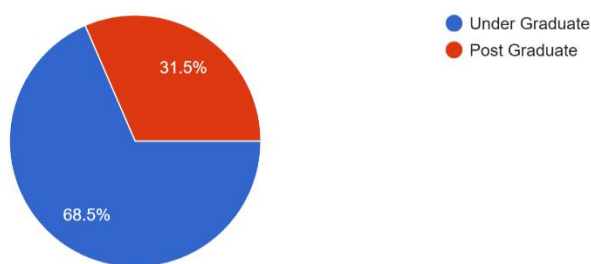
- ***“Curriculum enables opportunities and interest for higher learning”*** – Mean: 3.55, MPS: 53.22

Students show a moderately strong agreement that their programme encourages further study. This reflects that the curriculum provides conceptual depth and academic orientation. Slightly higher mean would reflect a more aspirational culture. Increasing career talks, higher education guidance, research exposure and competitive exam orientation can enhance this.

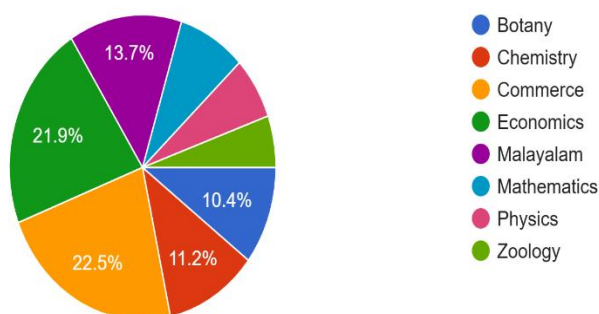
- ***“The overall quality of teaching-learning process in this institution is very good”***  
– Mean: 3.68, MPS: 55.23

This is a consolidated positive verdict. Students broadly agree that the institution offers a good teaching-learning environment. While this is a strength, the score suggests there is still room for continuous improvement in consistency across departments, use of technology, feedback culture and individual attention.

Programme  
365 responses

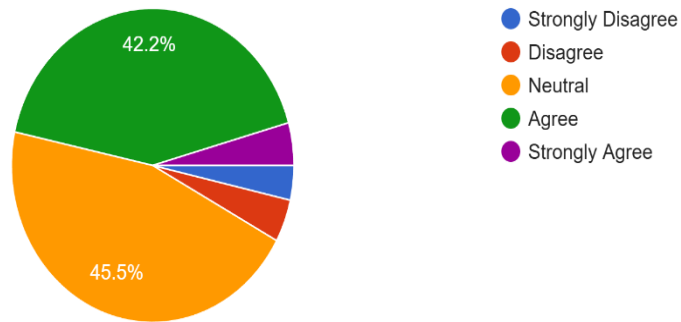


Subject  
365 responses



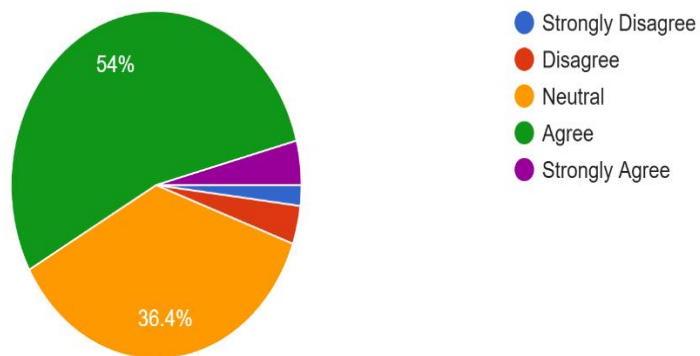
### 2.1. The Curriculum is in line with global and industry needs/ employability

365 responses



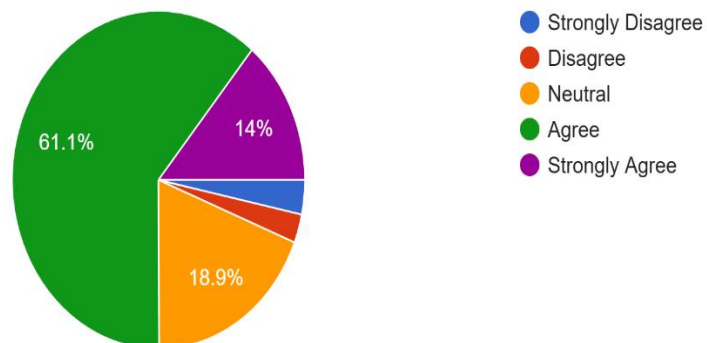
### 2. 2. Course content is relevant in current scenario

365 responses



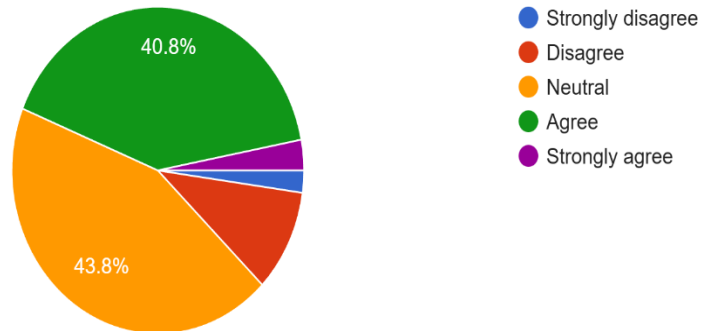
### 2.3. The Projects/Assignments were related to the syllabus of the programme

365 responses



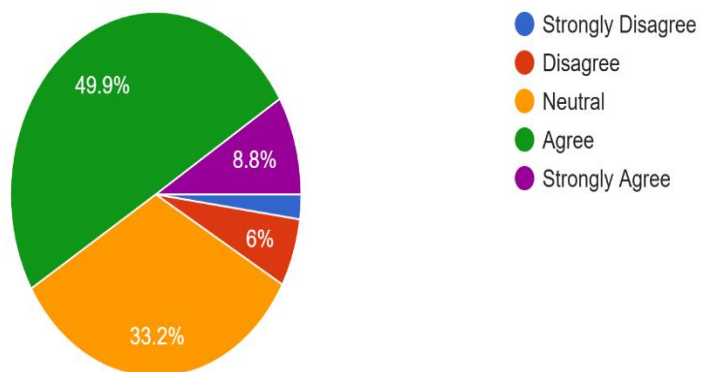
#### 2.4. Courses are dealing with cross cutting issues of Gender, Environment, Sustainability, ICT & Nationalism

365 responses



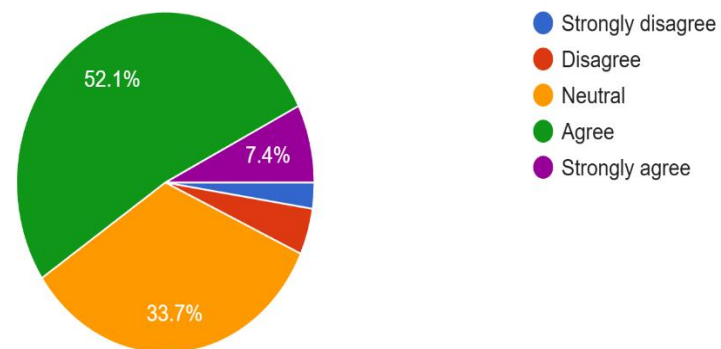
#### 2.5. Curriculum has scope for project, student exchange, field visits and linkage

365 responses



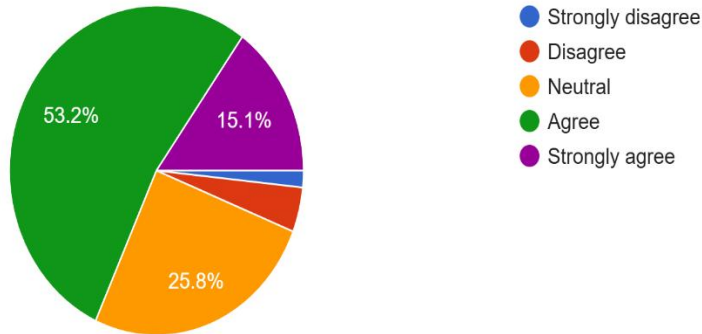
#### 2.6. Curriculum enables to acquire knowledge from simple to complex concepts.

365 responses



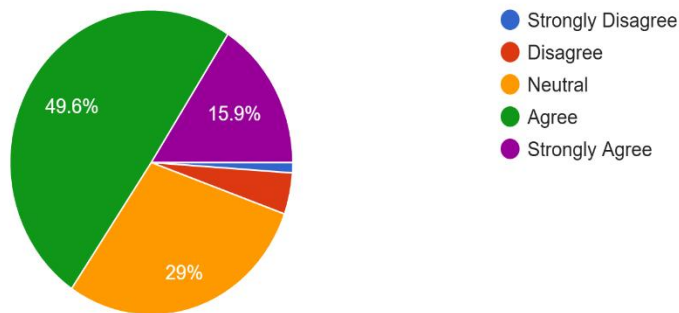
### 2.7. The Teaching learning process is very effective

365 responses



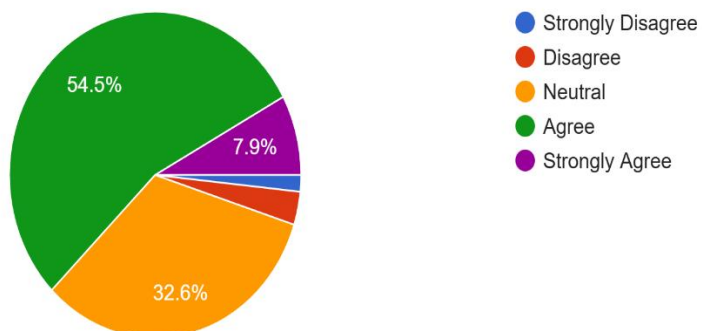
### 2.8. Effective communication by the faculty

365 responses



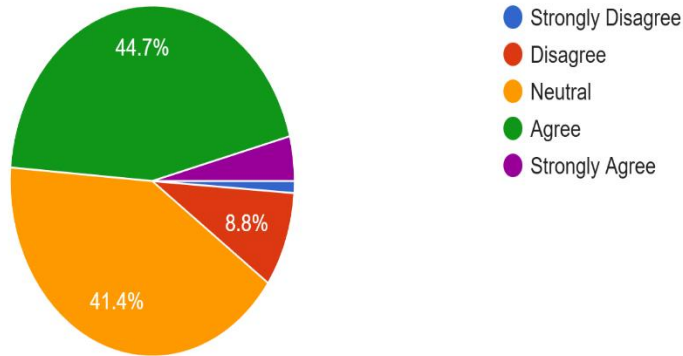
### 2.9. Participatory, experiential and student centered learning makes easy learning

365 responses



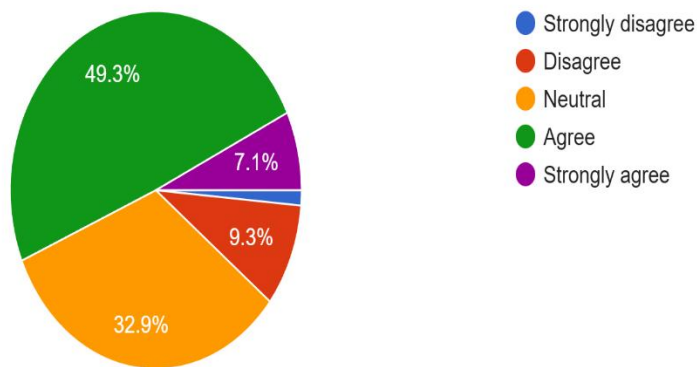
### 2.10. There is variety in internal assessment

365 responses



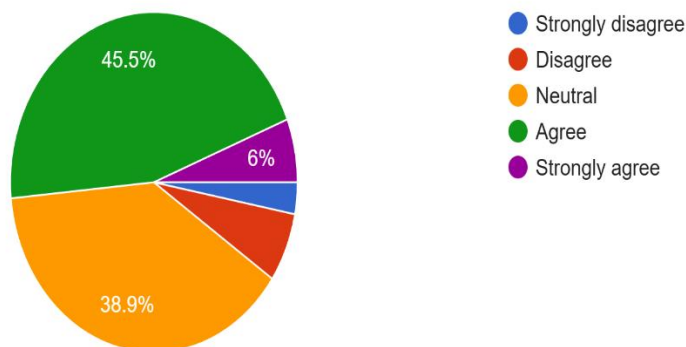
### 2.11. Internal Evaluation process is fair and unbiased

365 responses



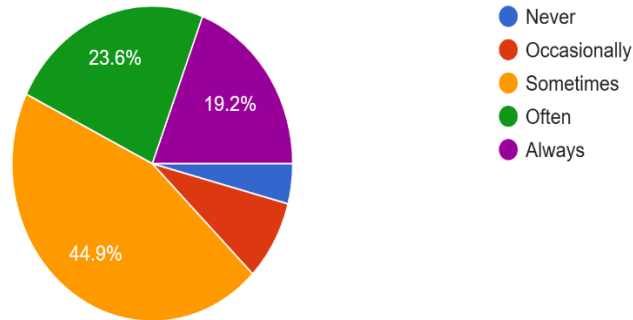
### 2.12. Remedial coaching helped upliftment of slow learners

365 responses



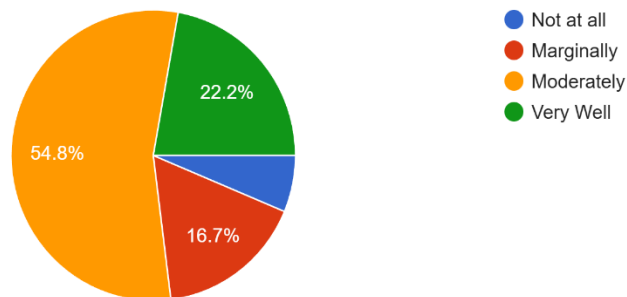
### 2.13. Students are informed of Programme Outcome, Programme Specific Outcome and Course Outcome

365 responses



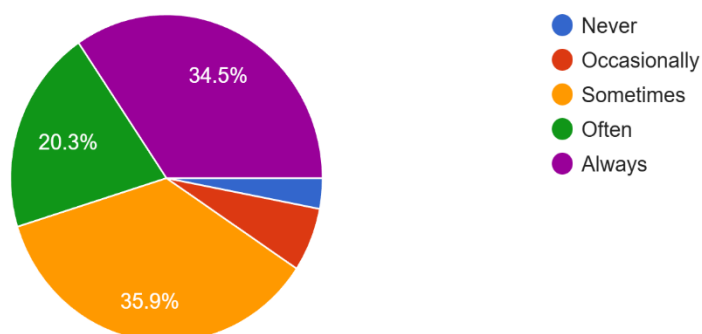
### 2.14. Impact of teaching and mentoring process of the institution on cognitive, social and emotional growth

365 responses



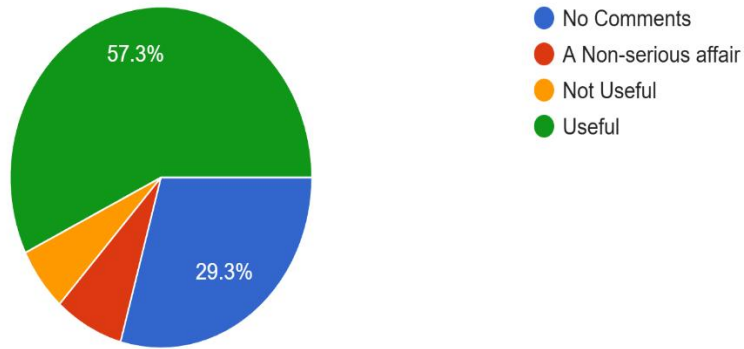
### 2.15. The teacher illustrates the concepts through examples and applications

365 responses



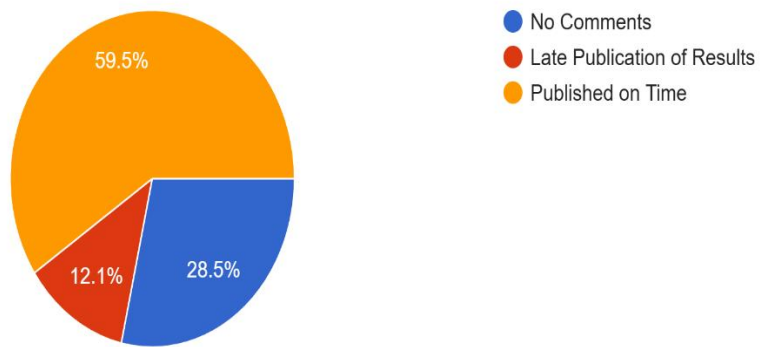
### 2.16. Opinion on the Open courses in your programme

365 responses



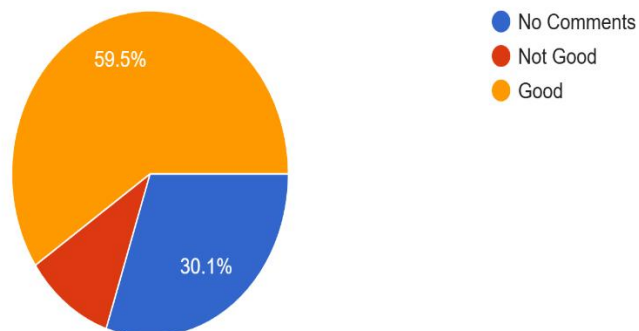
### 2.17. Promptness in the publication of results

365 responses



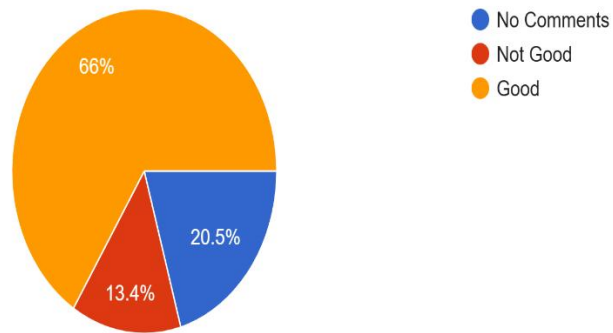
### 2.18. Grading pattern followed in the evaluation

365 responses



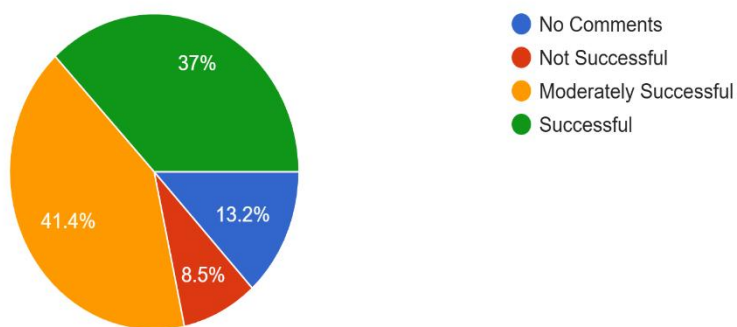
### 2.19. Semester system following

365 responses



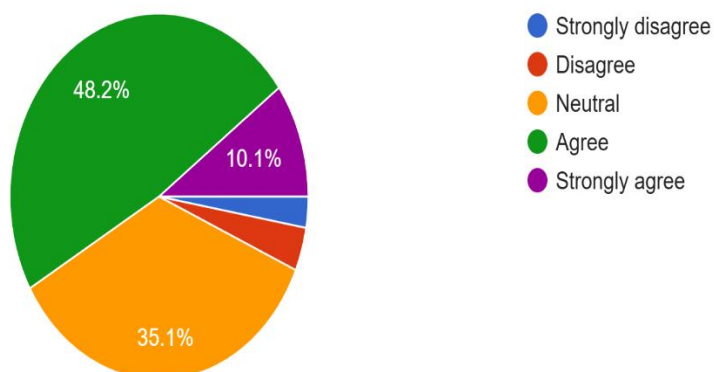
### 2.20. The completion of syllabus in a given semester

365 responses



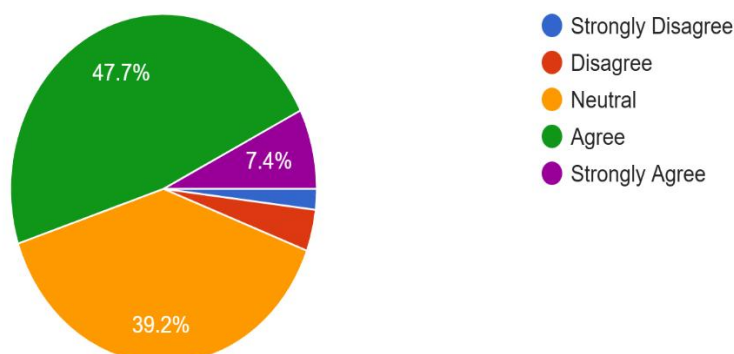
### 2.21. Sufficient reference books are available based on the syllabi

365 responses



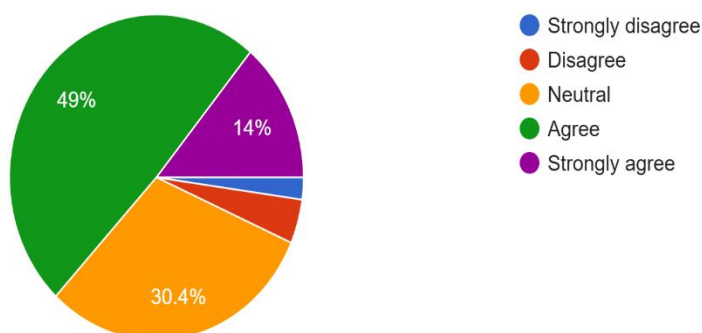
## 2.22. Curriculum enables opportunities and interest for higher learning

365 responses



## 2.23. The overall quality of teaching -learning process in this institution is very good

365 responses



### **B. FEEDBACK ON GENERAL ASPECTS BY STUDENTS**

Feedback on general aspects by students provides valuable insights into the overall experience of attending an educational institution. This feedback encompasses various non-academic aspects such as campus facilities, extracurricular activities, student services, and overall campus environment. Students' perspectives on these aspects offer crucial information for improving the overall quality of student life and enhancing the holistic educational experience. By soliciting feedback on general aspects, educational institutions can identify areas for improvement and prioritize initiatives that contribute to a positive and supportive learning environment. Additionally, students' feedback helps foster a sense of community and belonging, as it demonstrates that their voices are heard and valued by the institution. Following table discloses the average and mean percentage score of response of the participants on general aspects of institution.

**TABLE 2 - FEEDBACK ON GENERAL ASPECTS BY STUDENTS**

	STATEMENTS	Mean	MPS
1	Infrastructure of our institution	2.90	23.23
2	The training provided by the institution	3.22	25.78
3	Career counselling and guidance for higher studies	3.37	26.94
4	On and off campus placement opportunities	2.55	20.40
5	Grievance redressal at the Department/College Level	3.01	24.05
6	Teacher-Student relationship during the programme	3.68	29.42
7	How do you rate the programme after completion of the course	3.40	27.17
8	How do you rate this institution after completion of the programme	3.32	26.58

\*Mean Percentage Score

- ***“Infrastructure of our institution” – Mean: 2.90, MPS: 23.23***

This is a clear concern area. A mean below 3 shows that many students are dissatisfied or only marginally satisfied with infrastructure. Issues may relate to classrooms, labs, furniture, washrooms, ICT facilities, library ambience, or common spaces. This calls for priority-level investment and planning: renovation, maintenance, ICT upgrades, improved seating, cleanliness and accessibility.

- ***“The training provided by the institution” – Mean: 3.22, MPS: 25.78***

Students perceive institutional training (e.g. soft skills, add-on courses, life skills, orientation) as moderately satisfactory. The rating is neither poor nor very strong. It suggests that training programmes exist but may not be frequent, intensive, or targeted enough. Structured, continuous programmes in communication, aptitude, IT skills, interview preparation, entrepreneurship and life skills would help.

- ***“Career counselling and guidance for higher studies” – Mean: 3.37, MPS: 26.94***

This indicates slightly above moderate satisfaction. Students feel that some guidance is available, but the support may be episodic rather than systematic. There may be a need for a dedicated Career & Counselling Cell, regular information sessions, one-to-one mentoring, and up-to-date information on courses, universities, scholarships and competitive exams.

- ***“On and off campus placement opportunities” – Mean: 2.55, MPS: 20.40***

This is one of the lowest-rated aspects and a serious red flag. Students are clearly dissatisfied with placement opportunities. This may be due to few recruiters visiting campus, limited sectors, low package offers or inadequate pre-placement training. The institution needs to significantly strengthen its Placement Cell, build industry networks, organise job fairs, and provide training and internships that lead to employability.

- **“Grievance redressal at the Department/College Level” – Mean: 3.01, MPS: 24.05**

This score indicates marginally acceptable but not strong satisfaction. Students may feel that grievance mechanisms exist (like grievance redressal cell, suggestion box, mentoring), but they may not be fast, transparent or visible enough. Improving awareness of procedures, timelines, confidentiality, and feedback on action taken will enhance trust.

- **“Teacher-Student relationship during the programme” – Mean: 3.68, MPS: 29.42**

This is a strong positive aspect. Students feel they enjoy good rapport, support and approachability from teachers. This is a critical institutional strength, especially in environments where other facilities are weaker. Maintaining this through mentoring systems, informal interactions, counselling and empathy-based teaching is essential.

- **“How do you rate the programme after completion of the course” – Mean: 3.40, MPS: 27.17**

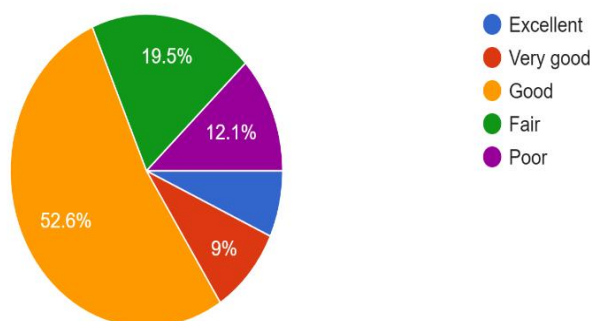
Students rate the programme itself (overall design, outcomes and value) as moderately to positively satisfactory. They recognise that the programme has given them certain knowledge and skills, but may not fully meet expectations in terms of career outcomes or exposure. Improving integration of skills, internships, research, and industry interfaces can push this rating higher.

- **“How do you rate this institution after completion of the programme” – Mean: 3.32, MPS: 26.58**

The overall institutional rating is moderate. Students appreciate certain aspects (like teacher–student relationship and teaching quality) but are constrained by concerns about infrastructure, placements, and support systems. This suggests that while the human and academic environment is strong, institutional systems and facilities need strengthening to enhance the college’s overall image.

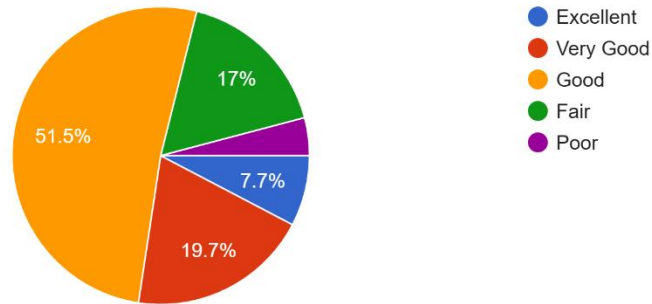
### 3.1 Infrastructure of our institution

365 responses



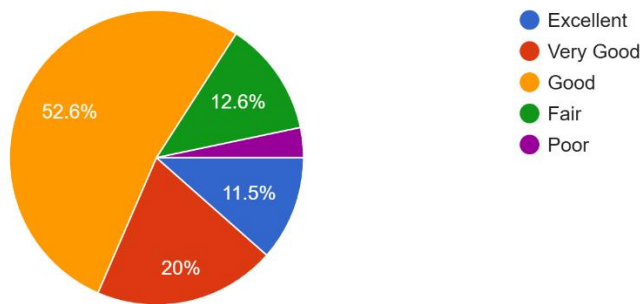
### 3.2 The training provided by the institution

365 responses



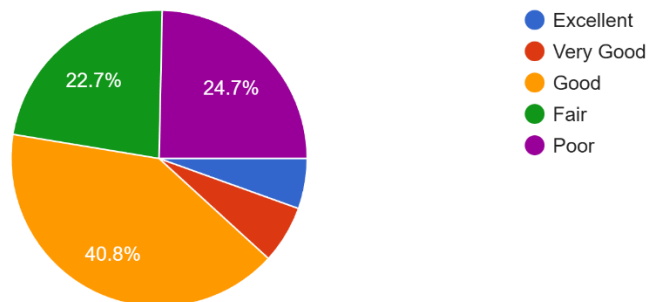
### 3.3 Career counselling and guidance for higher studies

365 responses



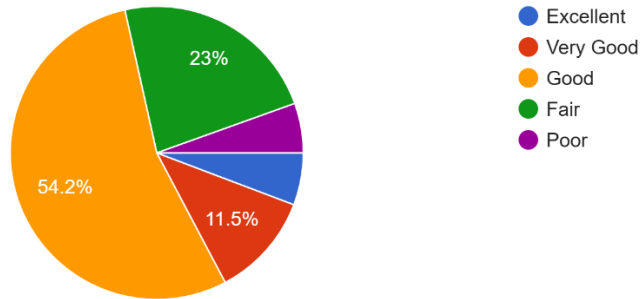
### 3.4 On and off campus placement opportunities

365 responses



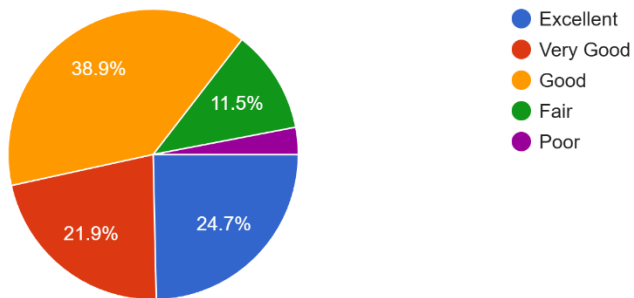
### 3.5 Grievance redressal at the Department/College Level

365 responses



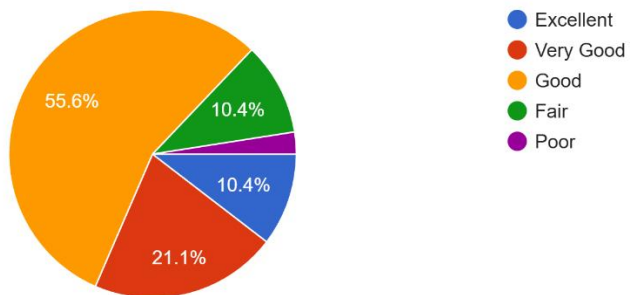
### 3.6 Teacher-Student relationship during the programme

365 responses



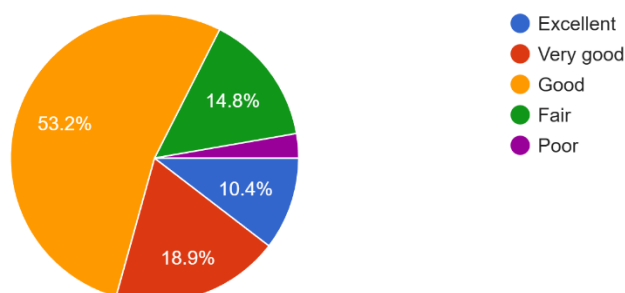
### 3.7 How do you rate the programme after completion of the course

365 responses



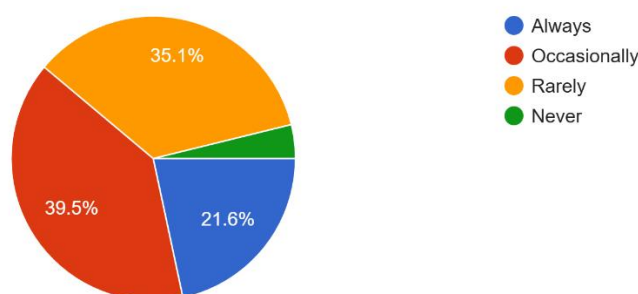
### 3.8 How do you rate this institution after completion of the programme

365 responses



### 3.9 Willingness to visit institution after completion of the programme

365 responses



## II. FACULTY FEEDBACK

Feedback on curriculum and other aspects of the college are taken at the end of each academic year from the faculty members and an analysis of the same are conducted by the IQAC. Faculty feedback on the curriculum provides a vital perspective on the efficacy and relevance of educational programs from those directly involved in teaching and course development. Faculty members, with their expertise and experience, offer valuable insights into the alignment of curriculum objectives with learning outcomes, the depth and breadth of course content, and the suitability of teaching methodologies and resources. Their feedback helps to identify areas where adjustments or enhancements may be needed to better meet the needs of students and ensure academic rigor. Moreover, faculty feedback fosters a culture of continuous improvement within educational institutions, where collaborative discussions on curriculum design and implementation lead to innovative teaching approaches and enhanced student engagement. The feedback taken is discussed in the stake holders meeting and necessary amendment in policies are often taken. Following

gives the feedback analysis taken from the faculty members with tabulated values containing average and mean percentage score of each statement.

**TABLE 3 - FEEDBACK ON CURRICULUM BY FACULTY MEMBERS**

Sl.No.	STATEMENTS	MEAN	MPS
1	The curricular objectives are well suited to the programme	3.94	59.12
2	The curriculum gives ample scope for both theoretical and practical understanding	3.90	58.53
3	The elective/optional courses offered by the curriculum are appropriate	3.84	57.65
4	The syllabus set accordingly fully caters to the learning objectives	3.61	54.12
5	The Curriculum enables participatory, experiential and student-centered teaching-learning	3.78	56.76
6	The infrastructure facilities available for effective curriculum delivery are adequate	3.37	50.59
7	The syllabus content covers the latest development in theory	3.84	57.65
8	The textbook/reference books recommended by the syllabus is appropriate	3.84	57.65
9	The textbooks and reference books recommended by the syllabus are available	3.98	59.71
10	The periodic revision and updating of the syllabus is appropriate	3.25	48.82
11	The contact hours allotted for each syllabus portion is appropriate	3.27	49.12
12	The evaluation methods suggested by the curriculum is appropriate to assess the learning objectives	4.59	68.82
13	The external examination, valuation and publication of results are time bound	3.45	51.76
14	The four-year UG programme effectively balances theoretical knowledge and practical application in my subject area.	3.65	54.71
15	The four-year UG programme has positively impacted my teaching experience, workload, and ability to engage with students.	2.76	41.47

\*Mean Percentage Score

- ***“The curricular objectives are well suited to the programme”*** – Mean: 3.94, MPS: 59.12  
Faculty show high agreement that programme objectives are appropriate and aligned with the nature of the course. This indicates clarity of programme outcomes and academic direction. It suggests that faculty see a coherent link between what the programme aims to do and what is actually in the curriculum.
- ***“The curriculum gives ample scope for both theoretical and practical understanding”*** – Mean: 3.90, MPS: 58.53

Faculty perceive the curriculum as well-balanced between theory and practice, though not perfect. They see opportunities to apply concepts through labs, projects, or fieldwork. However, some may feel that practical components could still be expanded, especially for skill-based and professionally oriented courses.

- ***“The elective/optional courses offered by the curriculum are appropriate” – Mean: 3.84, MPS: 57.65***

There is strong faculty agreement that the electives are relevant and meaningful. This indicates that the elective basket likely reflects student interests, contemporary themes, and subject depth. Future work could focus on periodically reviewing electives to include emerging areas and interdisciplinary combinations.

- ***“The syllabus set accordingly fully caters to the learning objectives” – Mean: 3.61, MPS: 54.12***

Faculty feel that the syllabus generally supports the achievement of stated learning objectives, but with moderate reservations. Some topics may be either overloaded or under-represented. This suggests a need for fine-tuning content distribution, removing redundancy, and ensuring alignment between each unit and specific course outcomes.

- ***“The Curriculum enables participatory, experiential and student-centered teaching-learning” – Mean: 3.78, MPS: 56.76***

Faculty recognize that the curriculum permits and encourages active, student-centred approaches, such as seminars, projects, and group tasks. However, the mean suggests that some structural restrictions may exist (like limited hours, large class sizes, or rigid syllabi). Providing flexible teaching plans, smaller groups, and supportive infrastructure can foster more participatory learning.

- ***“The infrastructure facilities available for effective curriculum delivery are adequate” – Mean: 3.37, MPS: 50.59***

Faculty have only moderate confidence in the adequacy of infrastructure for effective teaching (classrooms, ICT, labs). This aligns with student feedback on infrastructure and indicates a systemic concern. Better smart classrooms, lab equipment, internet access, and support staff are essential to improve this score.

- ***“The syllabus content covers the latest development in theory” – Mean: 3.84, MPS: 57.65***

Faculty generally agree that the syllabus includes updated theoretical content. This implies that curriculum revisions have taken care to incorporate recent developments in the discipline. Continued collaboration with experts, BOS members, and industry is needed to keep the content relevant.

- ***“The textbook/reference books recommended by the syllabus is appropriate” – Mean: 3.84, MPS: 57.65***

Recommended books are considered suitable in content and level. It indicates that the prescribed material aligns well with course objectives and student level. Faculty may still desire more local authors, open educational resources, or supplementary readings to address diverse learner needs.

- ***“The textbooks and reference books recommended by the syllabus are available” – Mean: 3.98, MPS: 59.71***

This high score shows that faculty are satisfied with library holdings in relation to the syllabus. Availability of core texts is largely ensured. To maintain this, the institution must keep updating editions, increasing copies, and expanding digital databases.

- ***“The periodic revision and updating of the syllabus is appropriate” – Mean: 3.25, MPS: 48.82***

This is an area of concern from faculty perspective. The score indicates that syllabus revisions may be too infrequent, slow, or not sufficiently responsive to changing academic and industry needs. Faculty may feel detached from decision-making at higher levels. Strengthening feedback loops, faculty participation in BOS, and faster revision cycles is recommended.

- ***“The contact hours allotted for each syllabus portion is appropriate” – Mean: 3.27, MPS: 49.12***

Faculty feel that time allocation is only marginally adequate. Some courses/units might be overloaded given the available hours, forcing rushed coverage rather than deep learning. A review of credit-load, contact hours, and content volume is needed to balance quality and coverage.

- ***“The evaluation methods suggested by the curriculum is appropriate to assess the learning objectives” – Mean: 4.59, MPS: 68.82***

This is the highest-rated item among faculty. They strongly believe that evaluation methods (internal and external) are well-aligned with learning objectives and are academically sound. This is a major strength that underpins the credibility of the programme. The institution can showcase this in quality assurance and accreditation narratives.

- ***“The external examination, valuation and publication of results are time bound” – Mean: 3.45, MPS: 51.76***

Faculty perceive external exam and result processes as moderately prompt, but not excellent. There may be delays or inconsistencies occasionally. Coordination with the university and

examination wing for timely conduct and publication of results can enhance both student and faculty satisfaction.

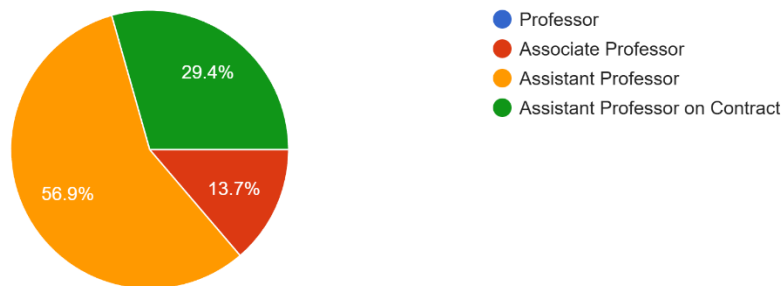
- ***“The four-year UG programme effectively balances theoretical knowledge and practical application in my subject area.” – Mean: 3.65, MPS: 54.71***

Faculty generally feel that the FYUG structure is academically sound, balancing theory and practice. However, some subjects may still struggle to incorporate sufficient practical/application components. Ongoing course redesign, internships, project-based learning, and skill courses will be important to strengthen this balance.

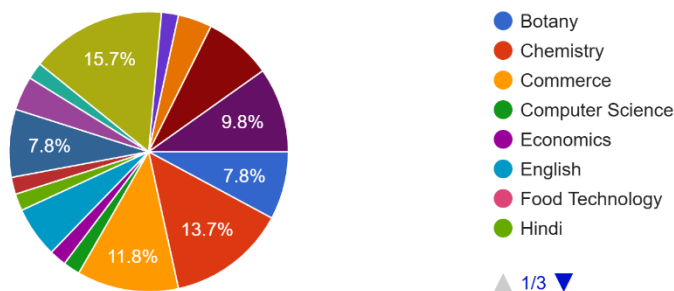
- ***“The four-year UG programme has positively impacted my teaching experience, workload, and ability to engage with students.” – Mean: 2.76, MPS: 41.47***

This is a notable concern from the faculty side. The new programme seems to have increased workload or administrative burden, or constrained quality engagement with students. Faculty may feel stretched across multiple courses, levels, or assessment responsibilities. There is a need to reassess workload distribution, class size, course allocation, and support systems (tutorials, teaching assistants, etc.) to ensure sustainable teaching conditions.

Designation  
51 responses

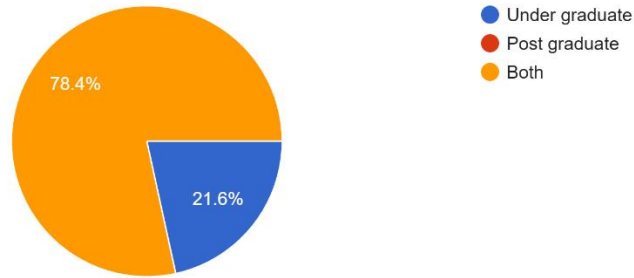


Department  
51 responses



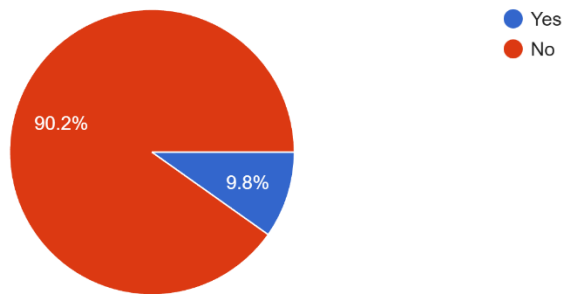
### Taking Classes for

51 responses



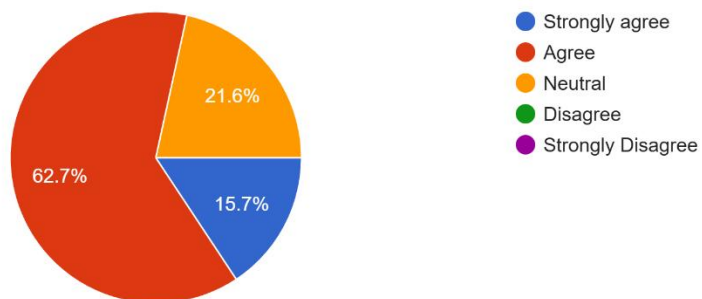
### Are you a member of any Board of Studies

51 responses



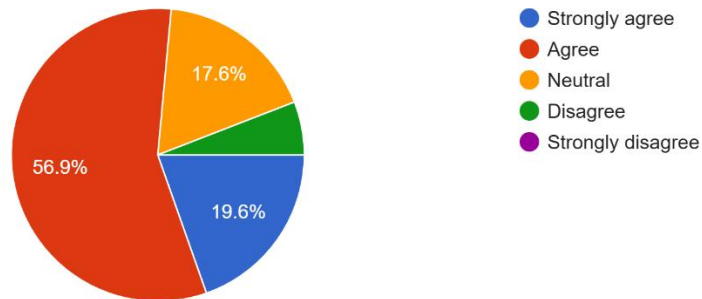
### 1. The curricular objectives are well suited to the programme

51 responses



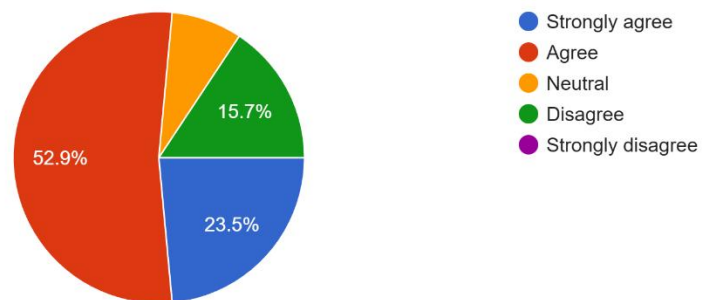
2. The curriculum gives ample scope for both theoretical and practical understanding

51 responses



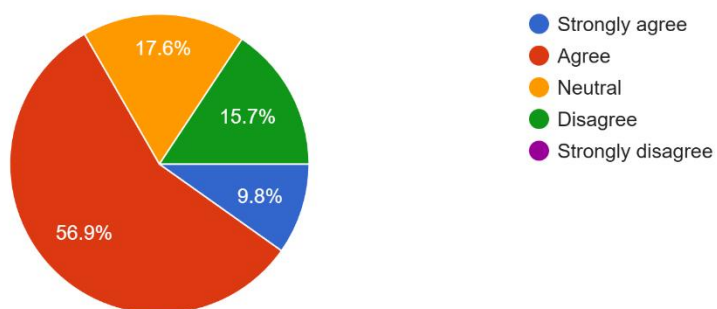
3. The elective/optional courses offered by the curriculum are appropriate

51 responses



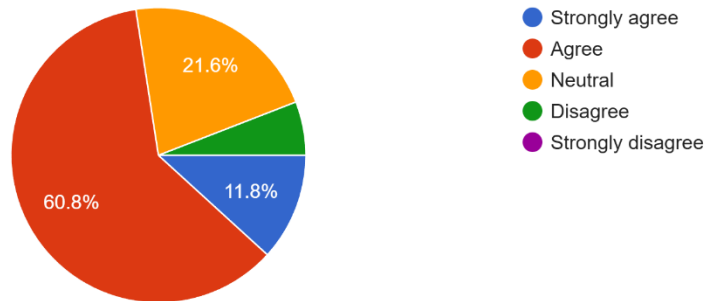
4. The syllabus set accordingly fully caters to the learning objectives

51 responses



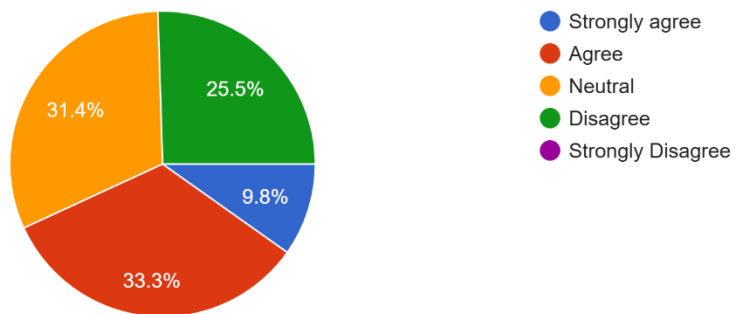
5. The Curriculum enables participatory, experiential and student centered teaching-learning

51 responses



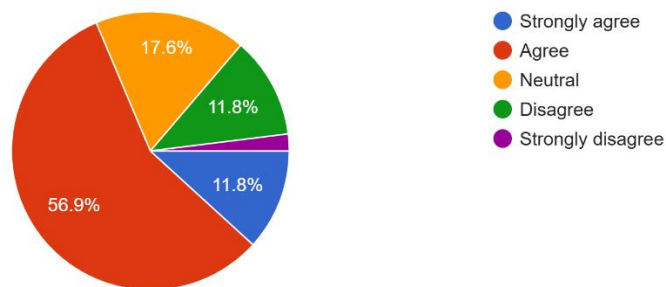
6. The infrastructure facilities available for effective curriculum delivery are adequate

51 responses

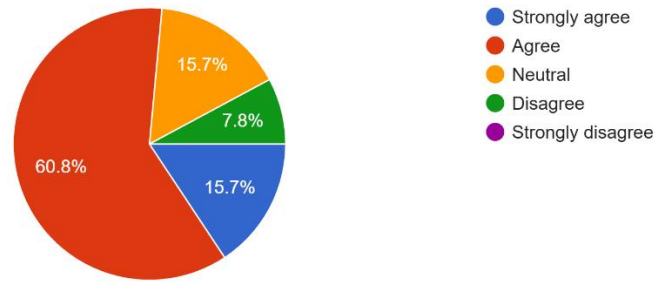


7. The syllabus content covers the latest development in theory

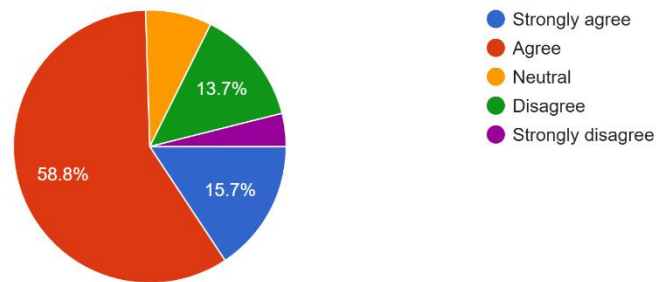
51 responses



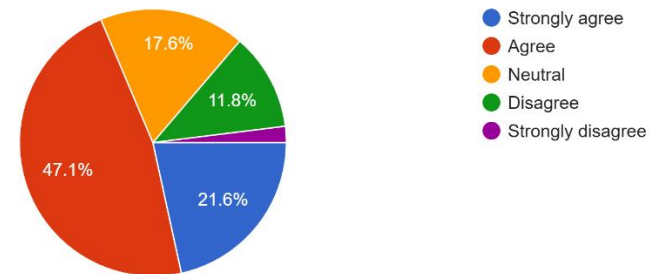
8. The textbook/reference books recommended by the syllabus is appropriate  
51 responses



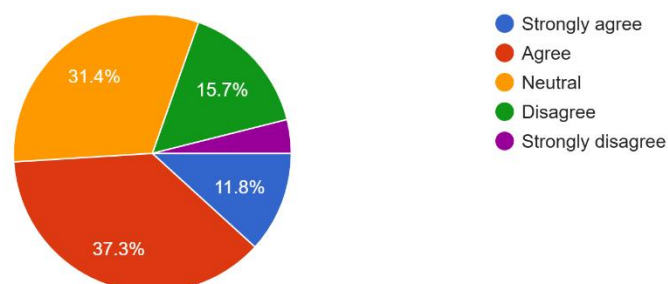
9. The textbooks and reference books recommended by the syllabus are available  
51 responses



10. The periodic revision and updating of the syllabus is appropriate  
51 responses

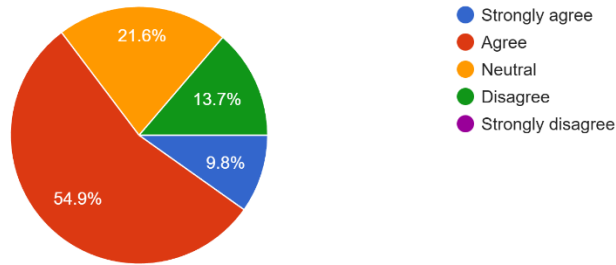


11. The contact hours allotted for each syllabus portion is appropriate  
51 responses



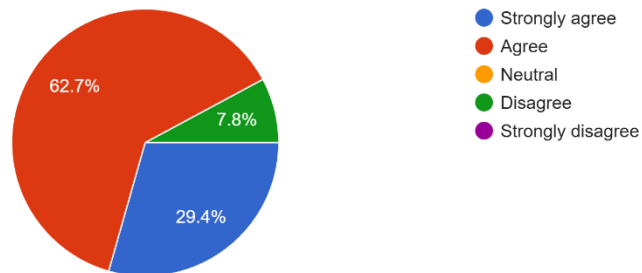
12. The evaluation methods suggested by the curriculum is appropriate to assess the learning objectives

51 responses



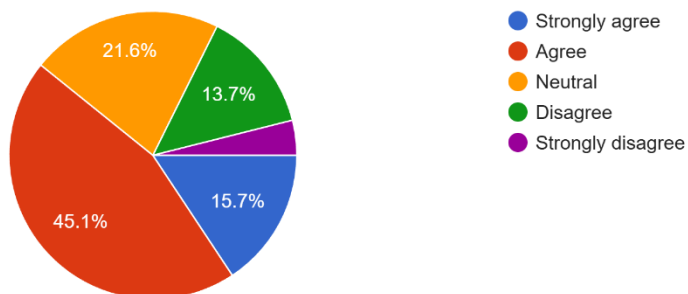
13. The external examination, valuation and publication of results are time bound

51 responses



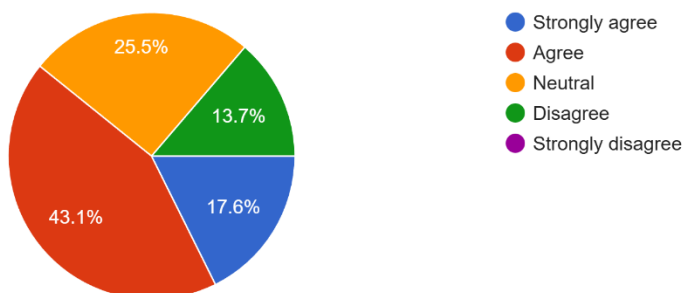
14. The four-year UG programme effectively balances theoretical knowledge and practical application in my subject area.

51 responses



15. The four-year UG programme has positively impacted my teaching experience, workload, and ability to engage with students.

51 responses



### III. EMPLOYER FEEDBACK

The employer feedback on graduates of Sree Narayana College, Nattika, presents a largely favourable evaluation of their workplace readiness. Employers consistently rate the overall performance and practical knowledge of former students as “*Very Good*,” indicating that they are well-prepared to meet professional expectations. Key attributes such as language proficiency, communication skills, ethical conduct, efficiency and endurance are also rated positively, predominantly falling under the “*Very Good*” category, with occasional assessments at the “*Good*” level. These responses suggest that while graduates possess strong foundational competencies, there remains scope to further strengthen specific areas—particularly communication, ethical decision-making, and sustained work endurance. Productivity levels are similarly noted to be “*Very Good*,” reinforcing the perception that graduates contribute meaningfully to organisational goals. Overall, the employer feedback affirms that students from Sree Narayana College demonstrate commendable workplace competence, coupled with the potential to achieve even higher standards through targeted skill enhancement.

### IV. ALUMNI FEEDBACK

Feedback on curriculum and other aspects of the College are taken at the end of each academic year from the Alumni and an analysis of the same are conducted by IQAC. The feedback taken are discussed in the stake holders meeting and necessary amendment in policies are often taken. Recommendations regarding the modification in curriculum are made regularly to the affiliating University through Academic Council members, Senate Members etc. Following table gives the analysis of feedback taken from the Alumni during 2024-25, with tabulated values containing mean and mean percentage score.

**TABLE 5 - ALUMNI FEEDBACK ON CURRICULUM**

	STATEMENTS	MEAN	MPS
1	The programme generated interest in pursuing higher education	4.07	32.58
2	The Curriculum enabled to develop core values	4.01	32.09
3	The teaching-learning was very effective	4.21	33.68
4	The training in extra-curricular activities and support has played a great role in shaping personality	3.91	31.25
5	Project Work and Dissertation enhanced research abilities	4.11	32.86
6	Internal Evaluation system was highly effective	4.04	32.33
7	The University examination taking place at proper time & result published as per schedule	3.66	29.29
8	Current Semester system is very effective	3.77	30.16

- ***“The programme generated interest in pursuing higher education” – Mean: 4.07, MPS: 32.58***

Alumni strongly agree that the programme encouraged them to study further. This means the institution has successfully built academic aspiration and confidence in its graduates. It reflects good conceptual grounding and exposure to higher-level thinking.

- ***“The Curriculum enabled to develop core values” – Mean: 4.01, MPS: 32.09***

Alumni feel that their education contributed significantly to the formation of core values (ethics, responsibility, discipline, social commitment). This is an important indicator of holistic education and value-based learning. It also suggests that co-curricular and extension activities have had positive impact.

- ***“The teaching-learning was very effective” – Mean: 4.21, MPS: 33.68***

This is one of the strongest endorsements from alumni. They retrospectively evaluate teaching quality as very effective, confirming that the positive student perceptions have long-term validity. This is a major institutional strength that can be highlighted in AQAR, SSR and promotional materials.

- ***“The training in extra-curricular activities and support has played a great role in shaping personality” – Mean: 3.91, MPS: 31.25***

Alumni appreciate the role of extra-curricular activities and institutional support in personality development. The slightly lower mean (compared to teaching) suggests that while there were good opportunities, there is scope to further systematise clubs, associations, leadership training, cultural/sports exposure, and counselling.

- ***“Project Work and Dissertation enhanced research abilities” – Mean: 4.11, MPS: 32.86***

This is a strong indicator that project work and dissertations are meaningful and well-guided. Alumni feel these components have enriched their research skills, critical thinking and problem-solving. This validates the importance of maintaining and upgrading project-based components.

- ***“Internal Evaluation system was highly effective” – Mean: 4.04, MPS: 32.33***

Alumni perceive internal assessment systems as transparent, fair and helpful for learning. This aligns with both current student and faculty perceptions. It implies that continuous assessment played a key role in monitoring learning and providing feedback, and is a noteworthy strength.

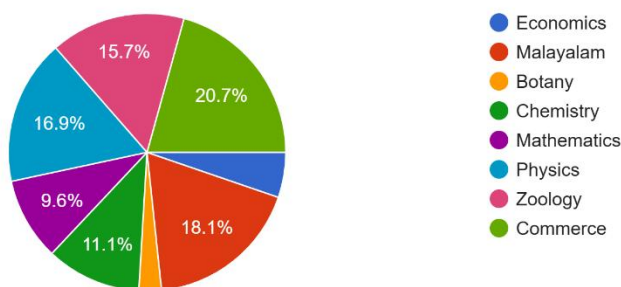
- ***“The University examination taking place at proper time & result published as per schedule” – Mean: 3.66, MPS: 29.29***

Alumni are moderately satisfied with exam scheduling and result publication. There appear to have been some delays or inconsistencies, though not severe. Coordination with the affiliated university and internal exam cell to ensure strict adherence to academic calendar would help improve this rating.

- ***“Current Semester system is very effective” – Mean: 3.77, MPS: 30.16***

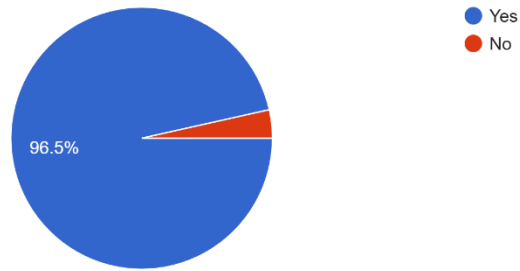
Alumni view the semester system as broadly effective in organising learning, assessment, and progression. The score indicates acceptance and recognition of benefits like continuous evaluation and manageable chunks of content, though some may still find the pace or frequency of exams challenging. Fine-tuning workload and assessment spread can further enhance the effectiveness.

Department  
343 responses



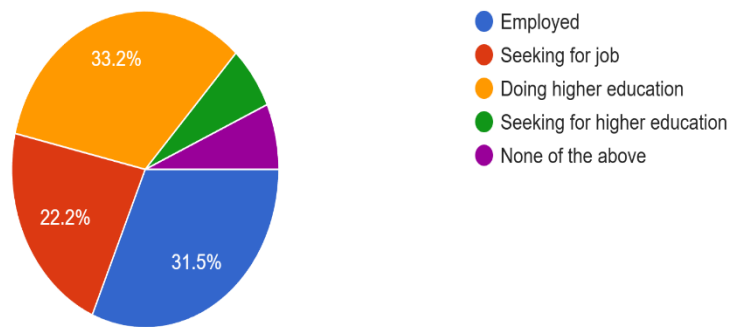
### Whether you successfully completed the programme

343 responses



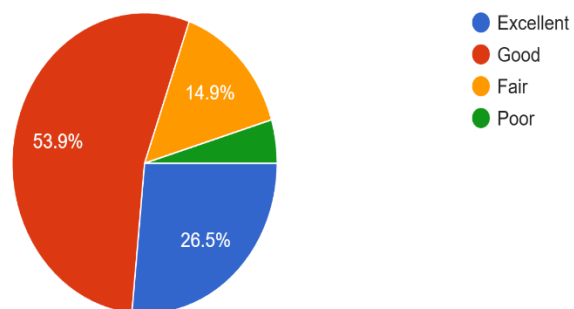
### Present status

343 responses



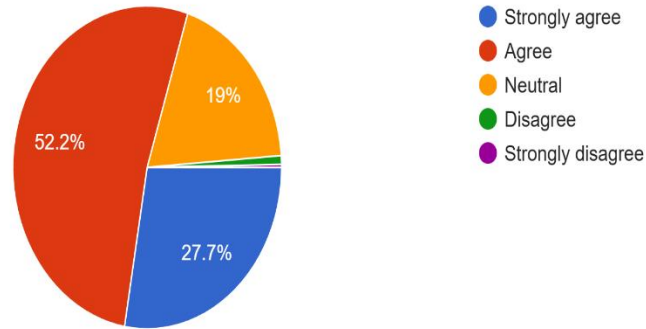
### 2.1 Programme at Sree Narayana College enabled you to pursue job successfully

343 responses



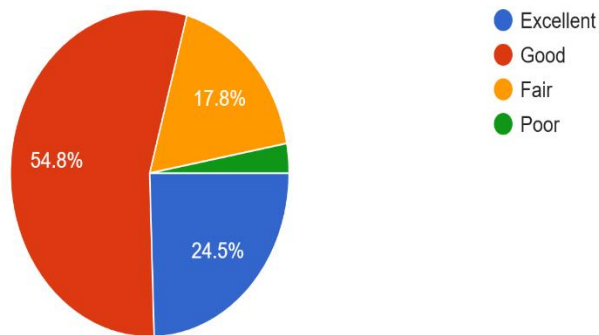
## 2.2 The programme generated interest in pursuing higher education

343 responses



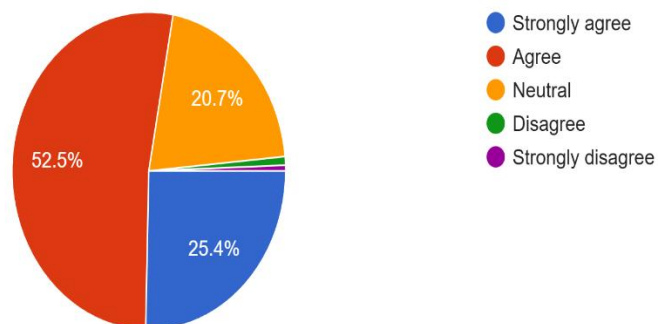
## 2.3 Programme delivery enhanced life skills and employability skills

343 responses



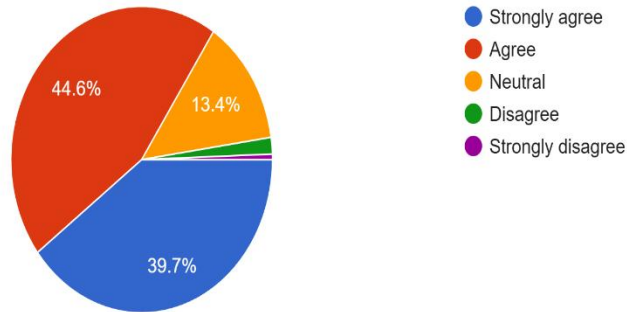
## 2.4 The Curriculum enabled to develop core values

343 responses



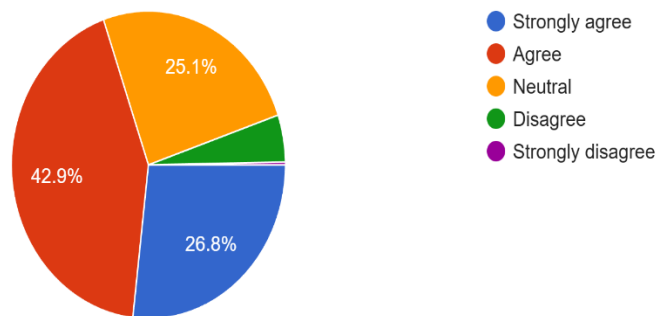
### 2.5 The teaching-learning was very effective

343 responses



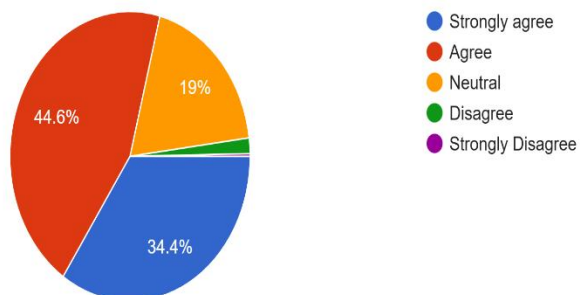
### 2.6 The training in extra-curricular activities and support has played a great role in shaping personality

343 responses



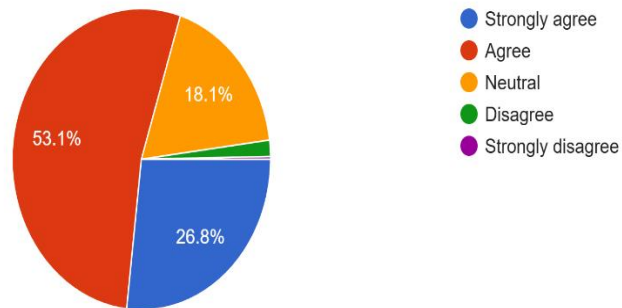
### 2.7 Project Work and Dissertation enhanced research abilities

343 responses



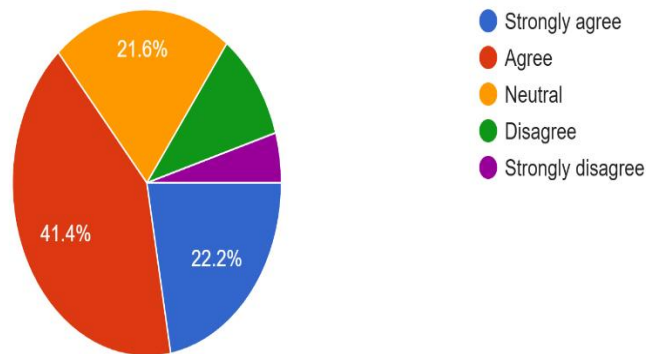
### 2.8 Internal Evaluation system was highly effective

343 responses



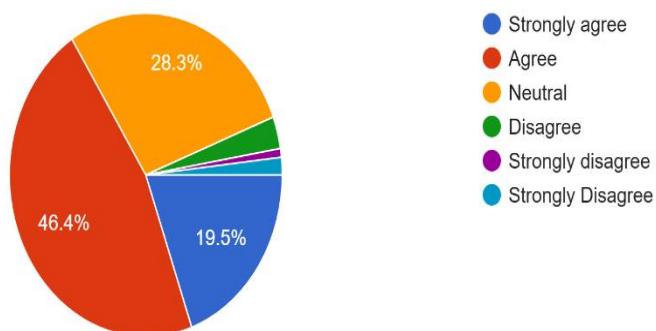
### 2.9 The University examination taking place at proper time & result published as per schedule

343 responses



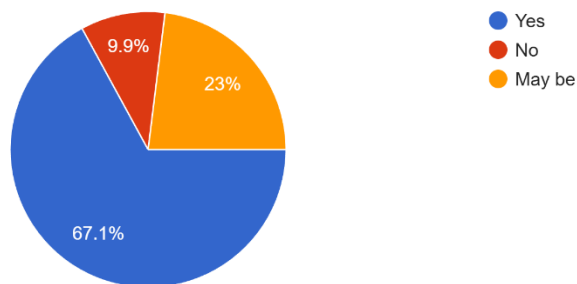
### 2.10 Current Semester system is very effective

343 responses



## 2.11 Satisfied with present curriculum

343 responses



## CONCLUSION

The overall feedback from students, faculty, and alumni reflects a balanced picture of the institution's academic environment—highlighting strong pedagogical practices and student–teacher relationships while also revealing critical areas that require institutional strengthening. Student feedback on curriculum indicates moderate to high satisfaction, especially in teaching effectiveness, communication, project alignment, experiential learning, and progression of concepts. However, scores also show the need for greater industry linkage, updated learning resources, more consistent participatory teaching, and stronger support systems such as remedial coaching and diverse internal assessments. On general aspects, students express significant concerns about infrastructure and placement opportunities, which emerge as the most urgent institutional priorities, while appreciating training, career guidance, and teacher–student rapport. Faculty feedback reinforces many of these issues: while faculty recognise clarity in curricular objectives, appropriate evaluation methods, and adequate resources in the library, they also signal constraints in infrastructure, contact hours, periodic syllabus revision, and the increased workload under the new programme. Alumni responses are largely positive, emphasising the long-term impact of teaching quality, value formation, research-oriented projects, and encouragement for higher education, while suggesting scope for better extra-curricular structuring and more timely examination processes. Altogether, the feedback underscores that the institution's core academic strengths lie in its teaching-learning environment and value-based education, whereas future development must focus on infrastructure enhancement, industry and placement linkages, curriculum updating, and improved support mechanisms to ensure a more holistic and competitive educational experience.



  
PRINCIPAL  
Principal  
(Full Additional Charge)  
Sree Narayana College  
Mattika

# ACTION TAKEN REPORT (ATR)

## BASED ON STAKEHOLDER FEEDBACK 2024–25

### SREE NARAYANA COLLEGE, NATTIKA

Issue Identified	Action Proposed	Time Schedule	Expected Outcome
Poor infrastructure	Smart classrooms upgrade, improved furnishings, ICT accessibility, library digital subscriptions	Starting next academic year	Enhanced satisfaction & learning experience
Weak placement exposure	Revamp Placement Cell, industry MoUs, campus recruitment drives	Continuous (Quarterly reviews)	Higher employability & visibility
Inadequate training programs	Regular soft skill, aptitude & communication workshops	Monthly modules	Improved confidence & job readiness
Grievance redressal not visible	Awareness campaigns, online portals, faster resolution with status updates	Immediate	Increased student trust & transparency
Inconsistent experiential learning	Standardised tools: field work, projects, seminars, internships	Ongoing (curriculum plan revision)	Improved practical competency
Limited curriculum revision frequency	Advocate stronger participation in BOS and proposal submissions	University cycle	Updated curriculum relevance
Faculty workload concern (FYUG)	Rationalize workload, appoint guest lecturers / assistants, blended learning	Immediate review	Balanced workload & better student engagement
Inadequate industry-aligned skills	Job-oriented certificate courses & internships	Per semester	Improved industry readiness
Cross-cutting issues integration weak	Add focused activities, workshops, course modules	Per semester	Holistic & socially responsible learning
Exam scheduling delays	Coordination with university, strengthen exam cell	Calendar-bound	Improved institutional reputation

#### Action Taken Report Compliance Note

The above actions will be monitored continuously by IQAC with progress reviews submitted to the Principal and Governing Council. Evidence of action will be documented for AQAR and NAAC SSR submission.



  
**PRINCIPAL**  
 Principal  
 (Full Additional Charge)  
 Sree Narayana College  
 Nattika