

Vimala College (Autonomous)

Thrissur



CONSOLIDATED FEEDBACK REPORT

2021-2022

conducted by the Internal Quality Assurance Cell (IQAC) and Feedback Committee

This academic year the Feedback committee along with IQAC facilitated collection of feedback from various stakeholders including the Parents, Students, Alumnae, Staff and Employers.

Parents' Feedback

The Parents' feedback was collected through google forms in which they rated their satisfaction level with regard to various aspects like teaching, syllabus, teacher-student relation, conduct of exams, value-based education and job oriented short courses.

Various suggestions were offered to improve the career possibilities for the students after the programme. Considering the suggestions provided, each Department submitted a report in the respective Department Meeting. Based on the recommendations, the Governing Council approved relevant revisions which were minuted and implemented.

Students' Exit Survey Report

The feedback from the student community is collected annually during the final semester of the course as it enables them to provide authentic opinion out of their experiences that would benefit the succeeding batches. The questionnaire includes various components of the campus like coverage of portions, syllabus supplements and availability of study materials, applicability/relevance to real life, lectures by experts from outside, workshops/seminars provided, papers related to environment studies, job opportunities afforded, perspectives on factors like classroom atmosphere, internet access, learning opportunities through digital technology, add on and certificate courses.

Based on the feedback received, feasible modifications were implemented in the concerned papers the succeeding year by the concerned department following the sanction of the Governing Council.

Alumnae Feedback

The alumnae, besides acting as a means to traverse the reputation of the institution far and wide, are also a source of its strength and delight. Hence, the institution values the opinion of the alumnae regarding the former's contribution in the latter's progress and suggestions on areas where there is a scope for further improvement. These areas cover academic, research and career augmentation possibilities as discerned from their exposure after completing a specific course.

The suggestions received with regard to the content of the syllabus including complementary subjects, evaluation methods, contemporary relevance, alignment with research aptitude and enhancement of employability. The Feedback Committee forwarded the suggestions pertaining to each department to the concerned departments. Those found relevant were placed for approval in the subsequent Governing Council by the departments. Upon obtaining sanction, they were minuted and steps were taken to incorporate the modifications. The ATR was also duly documented.

Apart from these, Employers' and Teachers' Feedback were also collected and analysed. These were found to be overall satisfactory.

Sd/

IQAC Coordinator

Sd/-

Principal

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DEPARTMENT OF BOTANY

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 5-10-2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Botany

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	70	27	3	0		
		Student – teacher relationship	51	32	16	0		
		Tutoring & mentoring	62	32	5	0		
		Internal assessment	59	30	8	0		
		Add on courses	57	38	5	0		
		Value addition course	57	38	5	0		
		Bridge course	51	35	14	0		
		Value education/ethics	46	43	11	0		
		Value education/catechism	46	43	11	0		
		e-learning	57	35	8	0		
		Online classes	62	32	5	0		
		Linways	65	27	5	3		
		Moodle	54	38	8	0		

		Parameter	Delighted (%)	Excel lent(%)	Good(%)	Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	35	52.5	12.5	0		
		Teaching	40	47.5	7.5	2.5		
		Teacher-student relationship	45	38.75	8.75	7.5		
		Library	60	38.75	1.25	0		
		Conduct of exam	48.75	38.75	7.5	5		
		Discipline/ Value education	49.5	37.5	10.5	2.5		
		Short term vocational courses	52.5	36.5	11	0		
		Programmes for integral development	60	32.5	7.5	0		
3.	Alumnae						Suggestions	Action Taken

Teachers Suggestions:

- A herbarium preparation to be included in practical for at least one plant from each family.
- The course ‘Tissue Culture, Horticulture, Ethno botany, Economic Botany’ has immense entrepreneurial potential however it could only be utilized by incorporation of adequate practical hours. The theory is exhaustive and pretty hard to complete in the stipulated time. So a better option could be replacing the theory part with more practical trainings which can definitely enhance the practical skills of the students.
- To initiate a new value-addition programme to enhance students laboratory skills.
- To conduct hands-on training programmes on molecular biology techniques.
- To develop research aptitude among students via organizing interdisciplinary seminars

MSc Botany (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	90	0	10	0		
		Student – teacher relationship	70	10	10	10		
		Tutoring & mentoring	70	30	0	0		
		Internal assessment	60	40	0	0		
		Add on courses	60	40	0	0		
		Value addition course	60	40	0	0		
		Bridge course	50	40	10	0		
		Value education/ethics	70	30	0	0		
		Value education/catechism	70	30	0	0		
		e-learning	100	0	0	0		
		Online classes	90	10	0	0		
		Linways	90	10	0	0		
		Moodle	80	20	0	0		

DEPARTMENT OF CHEMISTRY

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 28/09/21. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Chemistry

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	53	33	13	3			
		Student – teacher relationship	33	35	23	10			
		Tutoring & mentoring	38	30	23	10			
		Internal assessment	30	53	15	3			
		Add on courses	30	38	30	3			
		Value addition course	30	38	30	3			
		Bridge course	25	38	30	8			
		Value education/ethics	33	38	25	5			
		Value education/catechism	35	35	28	3			
		e-learning	25	43	28	5			
		Online classes	33	48	20	0			
		Linways	48	38	15	0			
		Moodle	20	48	25	8			

		Parameter	Delighted (%)	Excellent(%)	Good(%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	32	40	23	3	2		
		Teaching	33	47	13	5	2		
		Teacher-student relationship	30	35	20	13	2		
		Library	19	37	28	13	3		
		Conduct of exam	25	37	26	10	2		
		Discipline/ Value education	27	42	23	8	0		
		Short term vocational courses	23	30	25	17	5		
		Programmes for integral development	20	39	23	15	3		
3.	Teachers Suggestions			Action taken					
	More experiments focusing on the topics from 'Physical Chemistry II' paper can be included in practical.								

MSc Chemistry

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	100	0	0	0			
		Student – teacher relationship	100	0	0	0			
		Tutoring & mentoring	88	13	0	0			
		Internal assessment	75	25	0	0			
		Add on courses	25	50	13	13			
		Value addition course	25	50	13	13			
		Bridge course	13	50	13	25			
		Value education/ethics	13	63	13	13			
		Value education/catechism	13	63	0	25			
		e-learning	50	25	13	13			
		Online classes	88	13	0	0			
		Linways	75	25	0	0			
		Moodle	13	63	0	25			
		Parameter	Delighted (%)	Excellent(%)	Good(%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken

2.	Parents	Course/Syllabus	46	42	8	4	0		
		Teaching	46	38	16	0	0		
		Teacher-student relationship	33	50	17	0	0		
		Library	50	21	13	16	0		
		Conduct of exam	33	33	21	9	4		
		Discipline/ Value education	54	25	17	4	0		
		Short term vocational courses	42	29	17	12	0		
		Programmes for integral development	46	29	17	8	0		
3.	Alumnae		Suggestions	Action taken					

DEPARTMENT OF COMPUTER SCIENCE

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on July 2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Computer Science

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	66	31	3	0		
		Student – teacher relationship	66	34	0	0		
		Tutoring & mentoring	59	34	7	0		
		Internal assessment	59	34	3	0		
		Add on courses	55	45	0	3		
		Value addition course	55	45	0	0		
		Bridge course	45	48	7	0		
		Value education/ethics	52	41	7	0		
		Value education/catechism	52	41	7	0		
		e-learning	59	34	7	0		
		Online classes	48	41	10	0		

		Linways	59	41	0	0			
		Moodle	72	28	0	0			
		Parameter	Delighted (%)	Excellent(%)	Good(%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	39.53	25.58	18.60	16.28	0.00		
		Teaching	32.56	41.86	18.60	6.98	0.00		
		Teacher-student relationship	32.56	39.53	18.60	9.30	0.00	Want to improve teacher student relation	Frequently conducting Teacher – student meetings
		Library	23.26	23.26	41.86	9.30	2.33		
		Office	27.91	27.91	37.21	6.98	0.00		
		Hostel	20.93	11.63	46.51	18.60	2.33		
		Conduct of exam	41.86	34.88	16.28	4.65	2.33	Please give gap between exams	-
		Discipline/ Value education	27.91	30.23	32.56	9.30	0.00		
		Co-Curricular Activities	27.91	30.23	32.56	9.30	0.00		
		Short term vocational courses	37.21	18.60	25.58	16.28	2.33	Include short term vocational courses	Have Included already
		Extra Curricular Activites	25.58	18.60	51.16	2.33	2.33		
		Social Commitment	27.91	34.88	30.23	6.98	0.00		

		Programmes for integral development							
			32.56	27.91	25.58	11.63	2.33		
3.	Alumnae		Suggestions	Action taken					
			Include discussion in current affairs related to technology						
4	Teachers		<ul style="list-style-type: none"> • Instead of java programming, add machine learning lab, deep learning lab or R programming language. • From 'HTML and Programming in C' paper, too basic and fundamentals can be omitted and HTML part can be emphasised. • Case studies to be included in 'Software Engineering' paper. • The common course 'Python Programming' should be as a core course in UG syllabus. 	To be considered in next syllabus revision					

MSc Computer Science (Specialisation-Data Science) (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	67	33	0	0			
		Student – teacher relationship	67	22	11	0			
		Tutoring & mentoring	56	44	0	0			
		Internal assessment	44	44	11	0			
		Add on courses	33	44	22	0			
		Value addition course	33	44	22	0			
		Bridge course	33	67	0	0			
		Value education/ethics	33	67	0	0			
		Value education/catechism	33	67	0	0			
		e-learning	33	56	11	0			
		Online classes	33	67	0	0			
		Linways	44	44	11	0			
		Moodle	33	56	11	0			

		Parameter	Delighted (%)	Excellent (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	22.22	55.55	22.22				
		Teaching	33.33	44.44	22.22				
		Teacher-student relationship	33.33	44.44	22.22				
		Library	11.11	44.44	22.22	22.22			
		Conduct of exam	11.11	44.44	44.44				
		Discipline/ Value education	11.11	44.44	44.44				
		Short term vocational courses	11.11	22.22	55.55		11.11		
		Programmes for integral development	22.22	11.11	44.44	22.22			

BVoc Web Technology

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	50	41	9	0		
		Student – teacher relationship	45	45	0	9		
		Tutoring & mentoring	32	55	14	0		
		Internal assessment	27	55	18	0		
		Add on courses	18	36	32	14		
		Value addition course	18	36	32	14		
		Bridge course	9	41	36	14		
		Value education/ethics	18	45	27	9		
		Value education/catechism	14	41	27	18		
		e-learning	18	50	27	5		
		Online classes	27	55	18	0		
		Linways	45	45	9	0		
		Moodle	36	50	9	5		

DEPARTMENT OF HOME SCIENCE

Considering the suggestions provided, the Department circulated a report to the BoS members on 25/09/21. Based on the recommendations, the BoS in **Home Science** approved relevant suggestions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Home Science -Family & Community Science

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action suggested
1	Students (Exit Survey)	Teaching learning environment	68	30	3	0		
		Student – teacher relationship	76	22	3	0		
		Tutoring & mentoring	51	30	19	0		
		Internal assessment	51	35	11	3		
		Add on courses	46	41	14	0		
		Value addition course	46	41	14	0		
		Bridge course	41	35	22	3		
		Value education/ethics	43	30	19	8		

		Value education/catechism	43	32	14	11			
		e-learning	49	32	19	0			
		Online classes	57	27	14	3			
		Linways	78	19	3	0			
		Moodle	43	38	8	11			
		Parameter	Delighted (%)	Excellent (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	39.12	34.15	18.22	6.91	1.428		
		Teaching	42	27.294	13.916	13.602	2.856		
		Teacher-student relationship	43.31	26.17	15.85	10.85	3.62		
		Library	20.6	26.084	30.008	20.048	3.256		
		Conduct of exam	34.46	18.542	28.56	19.475	2.856		
		Discipline/ Value education	37.688	22.574	28.942	7.936	2.856		

		Short term vocational courses	34.86	19.544	29.208	10.328	4.456		
		Programmes for integral development	31.4	23.844	31.804	11.32	1.48		
3.	Alumnae	Suggestions		Action suggested					
1		1. More industrial visits 2. Campus placements					Number of industrial visits to be increased Provision of discipline specific campus placement opportunities		

BSc Home Science-Textile & Fashion Technology (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action suggested
1	Students (Exit Survey)	Teaching learning environment	11	44	44	0		
		Student – teacher relationship	22	33	44	0		
		Tutoring & mentoring	11	56	33	0		
		Internal assessment	11	22	67	0		
		Add on courses	22	56	22	0		
		Value addition course	22	56	22	0		
		Bridge course	11	11	67	11		
		Value education/ethics	22	33	44	0		
		Value education/catechism	22	0	78	0		
		e-learning	22	22	44	11		
		Online classes	11	33	44	11		
		Linways	44	22	33	0		
		Moodle	22	11	67	0		

Teachers Suggestions

- For ‘Textile chemistry, textiles and environment, concepts of fashion design’ paper, industrial experience has to be provided to students.
- Steps taken to purchase necessary books

BVoc Food Processing

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action suggested
1	Students (Exit Survey)	Teaching learning environment	45	45	10	0		
		Student – teacher relationship	52	41	7	0		
		Tutoring & mentoring	45	48	7	0		
		Internal assessment	34	52	14	0		
		Add on courses	17	45	24	14		
		Value addition course	17	45	24	14		
		Bridge course	14	48	21	17		
		Value education/ethics	14	48	24	14		
		Value education/catechism	17	38	28	17		
		e-learning	14	59	17	10		
		Online classes	17	55	28	0		
		Linways	31	24	28	17		
		Moodle	17	41	24	17		

Teachers Suggestions

- Text books for needed for food additives, food packaging, and food chemistry.
- Steps taken to purchase necessary books

MSc Home Science-Textile & Costume Science (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action suggested
1	Students (Exit Survey)	Teaching learning environment	50	50	0	0		
		Student – teacher relationship	100	0	0	0		
		Tutoring & mentoring	50	25	25	0		
		Internal assessment	25	50	25	0		
		Add on courses	25	25	25	25		
		Value addition course	25	25	25	25		
		Bridge course	25	25	50	0		
		Value education/ethics	25	25	25	25		
		Value education/catechism	25	50	25	0		
		e-learning	75	25	0	0		
		Online classes	75	25	0	0		
		Linways	100	0	0	0		
		Moodle	50	50	0	0		

Teachers Suggestion

In ‘Sewing and knitting, CAD, Research methodology, Fashion Marketing, Draping,CFD, Textile science GCPM’ paper, some topics in syllabus are not even relevant to the course, and more textile based/related subjects like apparel industry based, world art, appreciation , Export merchandising etc .with quality content to be added.

DEPARTMENT OF MATHEMATICS

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 24/09/2021 Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Mathematics

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	63	26	11	0		
		Student – teacher relationship	58	32	11	0		
		Tutoring & mentoring	58	32	11	0		
		Internal assessment	63	26	11	0		
		Add on courses	58	26	11	5		
		Value addition course	58	26	11	5		
		Bridge course	53	21	21	5		
		Value education/ethics	53	21	11	16		
		Value education/catechism	53	32	0	16		
		e-learning	53	32	16	0		
		Online classes	58	37	5	0		
		Linways	68	26	5	0		
		Moodle	53	32	11	5		

Parents Feedback

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 24/09/2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Mathematics

		Parameter	Delighted (%)	Excellent(%)	Good(%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	42.3	26.9	23.1	7.7	0		
		Teaching	25	42.3	25	7.7	0		
		Teacher-student relationship	32.7	42.3	13.5	9.6	1.9		
		Library	34.6	23.1	27	3.84	9.6		
		Conduct of exam	28.8	30.8	21.2	11.5	5.8		
		Discipline/ Value education	21.2	40.4	21.2	15.4	0		
		Short term vocational courses	25	23.1	23.1	23.1	5.8		
		Programmes for integral development	25	34.6	17.3	19.2	3.8		

Teachers Suggestions

- An orientation for the students before the course ‘Basic Analysis’ would be helpful.
- Algebra text book is inadequate. Text book of IN Herstien Or Gallian on the same topic can be recommended.
- Lars V.Ahlfors : complex analysis 3 rd edition” can be recommended for 3 rd semester **complex analysis paper**.
- Some topics may be removed from ‘Multivariable Calculus and Geometry’ paper.

MSc Mathematics

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	20	70	10	0		
		Student – teacher relationship	20	50	30	0		
		Tutoring & mentoring	20	40	40	0		
		Internal assessment	10	80	10	0		
		Add on courses	10	70	10	10		
		Value addition course	10	70	10	10		
		Bridge course	30	60	10	0		
		Value education/ethics	30	50	10	10		
		Value education/catechism	40	30	20	10		
		e-learning	20	50	30	0		
		Online classes	40	40	20	0		
		Linways	30	70	0	0		
		Moodle	10	70	10	10		

DEPARTMENT OF PHYSICS (MSc & BSc)

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 22/09/2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey) M.Sc	Teaching learning environment	57	36	7	0			
		Student – teacher relationship	50	36	14	0			
		Tutoring & mentoring	43	43	14	0			
		Internal assessment	43	50	7	0			
		Add on courses	29	43	29	0			
		Value addition course	29	43	29	0			
		Bridge course	29	29	43	0			
		Value education/ethics	50	29	21	0			
		Value education/catechism	50	36	14	0			
		e-learning	43	43	14	0			
		Online classes	50	36	14	0			
		Linways	71	29	0	0			
Moodle	36	29	29	7					
2	Students (Exit Survey)	Teaching learning environment	66	27	7	0			
		Student – teacher relationship	71	20	10	0			
		Tutoring & mentoring	61	27	12	0			

	BSc	Internal assessment	54	37	10	0			
		Add on courses	49	34	15	2			
		Value addition course	49	34	15	2			
		Bridge course	37	44	20	0			
		Value education/ethics	46	34	15	5			
		Value education/catechism	51	32	10	7			
		e-learning	56	37	7	0			
		Online classes	49	39	10	2			
		Linways	59	34	7	0			
		Moodle	34	37	24	5			
2.	Parents	Parameter	Delighted (%)	Excellent (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
	MSc	Course/Syllabus	36.36	27.27	27.27	9.09	0	Job Oriented Courses It is good to have a multiple interaction towards students for the jobs associated with the course	Initiated Programs like Ignite - Alumnae in research interactions and Career in Physics - Guidance for Higher studies and jobs after graduation and Post graduation in Physics (Both by Alumnae and Experts)
		Teaching	45.45	45.45	9.09	0	0		
		Teacher-student relationship	72.73	18.18	9.09	0	0		
		Library	27.27	45.45	18.18	9.09	0		
		Conduct of exam	18.18	45.45	36.36	0	0		
		Discipline/ Value education	36.36	45.45	9.09	9.09	0		
		Short term vocational courses	18.18	18.18	36.36	27.27	0		
		Programmes for integral development	18.18	54.55	18.18	9.09	0		

	BSc	Course/Syllabus	37.39	38.26	20	4.35				
		Teaching	39.13	34.78	22.61	3.48				
		Teacher-student relationship	39.13	30.43	19.13	11.30	1.74			
		Library	27.83	30.43	27.83	13.91	0.87			
		Conduct of exam	39.13	26.96	18.26	15.65				
		Discipline/ Value education	36.52	31.30	21.74	10.43				
		Short term vocational courses	27.83	24.35	30.43	17.39	5.22			
		Programmes for integral development	29.57	27.83	29.57	13.04	3.48			
3.	Alumnae	Suggestions					Action taken			
	BSc & MSc	Add more subject books in library					More books specific to different subjects were requested to be purchased in the library and subsequently were added in the library. More books were added to the book bank in the Department from contributions of Alumnae ,teachers and students			

Teachers Suggestions

- More new techniques for material characterisation can be included in ‘Experimental techniques’ paper.
- Polarization experiments can be included for BSc. Physics lab.
- Transmission lines as circuit elements & Smith charts to be included.
- ‘Solid State Physics’ by N. W. Ashcroft and N. D. Mermin can be recommended for Solid State Physics (PHY3C11) paper.
- To be considered under next syllabus revision.

DEPARTMENT OF STATISTICS

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 27/09/21. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Statistics

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	45	48	6	0			
		Student – teacher relationship	58	35	6	0			
		Tutoring & mentoring	39	45	16	0			
		Internal assessment	35	42	16	6			
		Add on courses	26	42	23	10			
		Value addition course	26	42	23	10			
		Bridge course	26	45	16	13			
		Value education/ethics	23	19	35	23			
		Value education/catechism	26	29	23	23			
		e-learning	26	48	26	0			
		Online classes	42	48	10	0			
		Linways	55	32	13	0			
		Moodle	23	39	26	13			

		Parameter	Delighted (%)	Excellent(%)	Good(%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	32.2	27.1	28.8	11.9	0	-	
		Teaching	23.7	39	30.5	6.8	0	-	
		Teacher-student relationship	20.3	44.1	23.7	11.9	0	-	
		Library	13.6	33.9	25.4	16.9	10.2	-	
		Conduct of exam	16.9	28.8	32.2	16.9	5.1	-	
		Discipline/ Value education	15.3	40.7	27.1	15.3	1.7	-	
		Short term vocational courses	13.6	30.5	33.9	20.3	1.7	-	
		Programmes for integral development	18.6	27.1	35.6	18.6	0	Conduct campus recruitments and job interviews for students.	
3.	Alumnae		Suggestions	Action taken					

Teachers Suggestions

- To continue Bridge Course for I DC BSc Statistics Students to improve the performance in Maths exam.
- To continue Value addition courses for I DC and II DC BSc Statistics students to improve analysis skills in Statistics and technical writing with LaTeX.

MSc Statistics (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	67	33	0	0			
		Student – teacher relationship	56	33	11	0			
		Tutoring & mentoring	56	22	22	0			
		Internal assessment	56	33	11	0			
		Add on courses	33	67	0	0			
		Value addition course	33	67	0	0			
		Bridge course	22	56	11	11			
		Value education/ethics	44	56	0	0			
		Value education/catechism	33	67	0	0			
		e-learning	56	11	33	0			
		Online classes	44	22	33	0			
		Linways	78	11	0	11			
		Moodle	56	44	0	0			

DEPARTMENT OF ZOOLOGY

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 22/09/2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BSc Zoology

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions from exit survey	Action taken
1	Students (Exit Survey)	Teaching learning environment	65	26	9	0			
		Student – teacher relationship	50	35	15	0			
		Tutoring & mentoring	47	47	6	0			
		Internal assessment	59	35	6	0			
		Add on courses	50	44	6	0			
		Value addition course	50	44	6	0			
		Bridge course	32	38	21	9			
		Value education/ethics	50	35	12	3			
		Value education/catechism	50	32	15	3			
		e-learning	44	41	12	3			
		Online classes	50	35	9	6			
		Linways	74	26	0	0			
		Moodle	41	38	15	6			
				Parameter	Delighted (%)	Excellent(%)	Good(%)	Satisfactory (%)	Not Satisfactory (%)
2.	Parents	Course/Syllabus	36.9	32.1	20.2	10.7	-	NIL	NIL
		Teaching	42.8	36.9	10.7	9.5	-	NIL	NIL
		Teacher-student relationship	42.8	30.9	11.9	14.2	-	NIL	NIL
		Library	38	35.7	16.6	5.9	3.5	NIL	NIL

		Conduct of exam	38	28.5	13	16.6	3.5	NIL	NIL
		Discipline/ Value education	36.9	35.7	19	8.3	-	NIL	NIL
		Short term vocational courses	29.7	33.3	21.4	14.2	1.1	NIL	NIL
		Programmes for integral development	34.5	29.7	26.1	9.5		NIL	NIL
3.	Alumnae		Suggestions	Action taken					

MSc Zoology (Specialisation – Structure, Physiology, Development and classification of Animals) (Aided)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	0	64	36	0			
		Student – teacher relationship	9	73	18	0			
		Tutoring & mentoring	0	55	45	0			
		Internal assessment	0	64	36	0			
		Add on courses	18	55	27	0			
		Value addition course	18	55	27	0			
		Bridge course	0	45	45	9			
		Value education/ethics	9	55	36	0			
		Value education/catechism	9	55	36	0			
		e-learning	18	36	45	0			
		Online classes	9	45	36	9			
		Linways	18	45	36	0			
		Moodle	0	45	45	9			

MSc Zoology (Specialisation-Fishery Science) (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	25	50	25	0			
		Student – teacher relationship	25	50	25	0			
		Tutoring & mentoring	25	50	25	0			
		Internal assessment	25	50	25	0			
		Add on courses	25	50	25	0			
		Value addition course	25	50	25	0			
		Bridge course	25	50	25	0			
		Value education/ethics	25	50	25	0			
		Value education/catechism	25	50	25	0			
		e-learning	25	50	25	0			
		Online classes	25	25	50	0			
		Linways	50	50	0	0			
		Moodle	25	75	0	0			

Teachers Suggestions

- Time schedule is very tight for the completion of topics ‘Developmental Biology & Endocrinology’, ‘Biochemistry and Cytogenetics’.
- In ‘Animal Diversity Chordata part III’ paper, field visit to a forest area for experiential learning and observation on vertebrates can be added in the practical session.
- In complementary paper ‘Physiology, structure and functions of kidney has to be included.

DEPARTMENT OF COMMERCE

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 01/10/2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BCom Finance (Aided)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	43	45	13	0			
		Student – teacher relationship	39	46	14	0			
		Tutoring & mentoring	41	45	14	0			
		Internal assessment	34	50	14	2			
		Add on courses	30	46	21	2			
		Value addition course	30	46	21	2			
		Bridge course	25	48	23	4			
		Value education/ethics	34	43	21	2			
		Value education/catechism	29	48	20	4			
		e-learning	29	50	18	4			
		Online classes	34	46	20	0			
		Linways	52	30	18	0			
		Moodle	23	48	23	5			

		Parameter	Delighted (%)	Excellent(%)	Good(%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	57	40	3	0	0	Considering opinions from students will be beneficial	Started the system of taking regular feedback from students regarding framing of syllabus, conduct of classes etc
		Teaching	30	57	0	0	0	Learning through more activities	Innovative teaching methods are designed keeping in mind this point
		Teacher-student relationship	50	40	0	0	0	Eliminate communication barrier between students and teachers	Department has initiated Effective Mentoring System whereby students can freely talk to teachers and discuss their problems of any sort.
		Library	17	53	0	0	0		
		Conduct of exam	13	43	0	0	0		
		Discipline/ Value education	37	40	0	0	0		
		Short term vocational courses	51	40	0	0	0		
		Programmes for integral development	40	31	0	0	0		
3.	Alumnae		Suggestions	Action taken					
			Conducting placements is more benefits by students.	The students were given orientation towards different options of career like CA, CMA.MBA etc Dept works in alignment with college CGPT activities focused on placement of students					
			Considering opinions from students, that will really good if done.	Started the system of taking regular feedback from students regarding framing of syllabus, conduct of classes etc					

			Learning through interactions and activities can be performed. I also suggest to eliminate communication barrier students have with faculty and administration and also to make a feeling in students that they are part of the institution.	They are given the opportunity to participate in Pre-Board of Studies and share their opinions about curriculum and related matters.	
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BCom Finance (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	47	43	10	0			
		Student – teacher relationship	43	45	12	0			
		Tutoring & mentoring	41	47	12	0			
		Internal assessment	33	49	18	0			
		Add on courses	27	57	12	4			
		Value addition course	27	57	12	4			
		Bridge course	27	47	18	8			

		Value education/ethics	29	53	16	2		
		Value education/catechism	27	51	18	4		
		e-learning	31	45	22	2		
		Online classes	33	51	14	2		
		Linways	39	59	12	0		
		Moodle	33	37	22	8		

MCom

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	50	29	21	0		
		Student – teacher relationship	25	58	17	0		
		Tutoring & mentoring	33	54	13	0		
		Internal assessment	21	58	21	0		
		Add on courses	29	38	33	0		
		Value addition course	29	38	33	0		
		Bridge course	25	42	29	4		
		Value education/ethics	29	38	33	0		
		Value education/catechism	29	46	25	0		
		e-learning	29	50	21	0		
		Online classes	50	29	21	0		
		Linways	46	42	13	0		
		Moodle	25	33	38	4		

DEPARTMENT OF ENGLISH

BA ENGLISH LANGUAGE & LITERATURE 2018-2021

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 23/09/2021 Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	58	23	20	0			
		Student – teacher relationship	45	25	28	3			
		Tutoring & mentoring	50	28	50	8			
		Internal assessment	48	28	25	0			
		Add on courses	33	35	25	8			
		Value addition course	33	35	25	8			
		Bridge course	30	38	30	3			
		Value education/ethics	38	25	25	13			
		Value education/catechism	38	23	28	13			
		e-learning	43	33	23	3			
		Online classes	45	30	20	5			
		Linways	55	30	13	3			
		Moodle	33	20	43	5			

BA FUNCTIONAL ENGLISH

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	70	30	0	0			
		Student – teacher relationship	61	33	6	0			
		Tutoring & mentoring	61	39	0	0			
		Internal assessment	58	39	3	0			
		Add on courses	52	45	3	0			
		Value addition course	52	45	3	0			
		Bridge course	42	52	6	0			
		Value education/ethics	48	30	21	0			
		Value education/catechism	45	33	21	0			
		e-learning	52	45	3	0			
		Online classes	61	39	0	0			
		Linways	70	30	0	0			
		Moodle	48	39	12	0			

MA ENGLISH

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	27	41	32	0			
		Student – teacher relationship	14	45	36	5			
		Tutoring & mentoring	23	50	23	5			
		Internal assessment	23	50	27	0			
		Add on courses	18	41	36	5			
		Value addition course	18	41	36	5			
		Bridge course	18	50	27	5			
		Value education/ethics	18	50	23	9			
		Value education/catechism	23	45	23	9			
		e-learning	18	50	32	0			
		Online classes	36	36	27	0			
		Linways	55	23	23	0			
		Moodle	14	50	32	5			

Teachers Suggestions

- Add on courses should be made compulsory and part of curriculum. Add on courses should address the gap between industry and curriculum
- Topics need to be arranged in an organised manner for ENG4B06
- More teaching practice should be allotted for students in the paper ‘Teaching of English’.

Core Reading should include more books.

DEPARTMENT OF ECONOMICS

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 27/09/2021 Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BA Economics

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	49	46	5	0			
		Student – teacher relationship	49	39	12	0			
		Tutoring & mentoring	51	37	12	0			
		Internal assessment	51	41	7	0			
		Add on courses	54	39	7	0			
		Value addition course	54	39	7	0			
		Bridge course	37	49	15	0			
		Value education/ethics	37	54	10	0			
		Value education/catechism	44	39	15	2			
		e-learning	41	49	10	0			
		Online classes	46	44	10	0			
		Linways	71	27	2	0			
		Moodle	44	49	7	0			

		Parameter	Delighted (%)	Excellent (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken	
2.	Parents	Course/Syllabus	34.35	37.40	21.37	6.87	-	nil		
		Teaching	29.01	44.27	16.79	9.16	0.76			
		Teacher-student relationship	32.06	35.11	23.66	10.69	-			
		Library	20.61	40.46	29.77	7.63	1.52			
		Conduct of exam	22.90	39.69	24.42	12.98	-			
		Discipline/ Value education	27.48	41.22	20.61	10.69	-			
		Short term vocational courses	15.27	38.93	29.01	15.27	1.53			
		Programmes for integral development	16.79	39.69	28.24	15.27	-			
3.	Alumnae	Suggestions					Action taken			
		<p>1.upgrade syllabus into high standards</p> <p>2.sociology is a subject of total wastage of time for an economics student to invest in .studying family and marriage gives nothing.</p> <p>3.maths and application of maths in economics should be given more preference or else cracking entrance exams of other universities will be more than difficult in a sense tht students won't be even able to read a single question and decode it.</p> <p>4.students who wish for higher standards of education and career gets into depression with this kind of outdated syllabus</p>					<p>Revised the syllabus in 2019 and 2021 within the constraints imposed by the system. Changing complementary papers is impossible in the existing academic framework.</p>			

	<p>5.english language should be used strictly in teaching processes and communication</p> <p>6.basic computer studied as a subject in a whole semester without learning literally nothing about the main subject ie economics is again a huge wastage of time. And the computer syllabus is what a student learns in his or her primary classes.</p> <p>7.upgrade quantitative papers because they deal with again too basic things only</p> <p>8.internships should be given in all years and that too in some quality places</p> <p>9.after investing whole 3 years in an institution the only thing a student gets is a certificate of bachelor's degree with the same education level that he or she had in +2 level. Yes, of course revision was what was done in this whole three years with some very few extra bits which can be of no much use for not even cracking an entrance.</p> <p>10.the whole point is to replace the whole syllabus with something which is of use .</p>	
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MA Economics

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	78	22	0	0			
		Student – teacher relationship	81	7	4	7			
		Tutoring & mentoring	67	33	0	0			
		Internal assessment	70	22	7	0			
		Add on courses	56	22	22	0			
		Value addition course	56	22	22	0			
		Bridge course	48	26	22	4			
		Value education/ethics	59	26	11	4			
		Value education/catechism	52	37	7	4			
		e-learning	56	33	7	4			
		Online classes	74	26	0	0			
		Linways	81	19	0	0			
		Moodle	52	37	11	0			

		Parameter	Delighted (%)	Excellent (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	34.35	37.40	21.37	6.87	-	nil	
		Teaching	29.01	44.27	16.79	9.16	0.76		
		Teacher-student relationship	32.06	35.11	23.66	10.69	-		
		Library	20.61	40.46	29.77	7.63	1.52		
		Conduct of exam	22.90	39.69	24.42	12.98	-		
		Discipline/ Value education	27.48	41.22	20.61	10.69	-		
		Short term vocational courses	15.27	38.93	29.01	15.27	1.53		
		Programmes for integral development	16.79	39.69	28.24	15.27	-		
3.	Alumnae	Suggestions					Action taken		

DEPARTMENT OF MALAYALAM

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 27/9/2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BA Malayalam Language & Literature

Sl. No.	Stake Holder MA Malayalam	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	58	39	3	0		
		Student – teacher relationship	52	24	24	0		
		Tutoring & mentoring	52	36	12	0		
		Internal assessment	36	61	3	0		
		Add on courses	42	48	6	3		
		Value addition course	42	48	6	3		
		Bridge course	33	42	18	6		
		Value education/ethics	42	48	6	3		
		Value education/catechism	39	48	9	3		
		e-learning	30	55	9	6		
		Online classes	52	42	6	0		
		Linways	61	36	3	0		
		Moodle	39	52	6	3		

MA Malayalam Language & Literature

Sl. No.	Stake Holder MA Malayalam	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	50	44	6	0		
		Student – teacher relationship	56	44	0	0		
		Tutoring & mentoring	44	39	11	6		
		Internal assessment	44	50	0	6		
		Add on courses	39	39	17	6		
		Value addition course	39	39	17	6		
		Bridge course	33	50	11	6		
		Value education/ethics	44	39	11	6		
		Value education/catechism	44	39	11	6		
		e-learning	44	39	17	0		
		Online classes	50	44	6	0		
		Linways	56	44	0	0		
		Moodle	39	50	6	6		

DEPARTMENT OF SOCIAL WORK

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 27/09/2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

MSW

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	64	32	5	0		
		Student – teacher relationship	32	50	18	0		
		Tutoring & mentoring	59	32	9	0		
		Internal assessment	50	41	9	0		
		Add on courses	32	45	23	0		
		Value addition course	32	45	23	0		
		Bridge course	27	45	27	0		
		Value education/ethics	18	36	27	18		
		Value education/catechism	14	32	32	23		
		e-learning	50	41	9	0		
		Online classes	45	55	0	0		
		Linways	59	36	5	0		
		Moodle	23	55	18	5		

		Parameter	Delighted (%)	Excellent (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	53.7 % (22)	34.15 % (14)	12.20% (5)	0	0		
		Teaching	53.7% (22)	34.15% (14)	12.20% (5)	0	0		
		Teacher-student relationship	43.1% (18)	29.3% (12)	21.9 (9)	4.8 (2)	0		
		Library	53.7 % (22)	29.3% (12)	12.20 (5)	2.4 (1)	2.4 (1)		
		Office	51.2 % (21)	34.2% (14)	12.20% (5)	2.4% (1)	0		
		Hostel	29.3% (12)	19.6% (8)	34.2% (14)	9.8% (4)	7.3% (3)	Reduce the hostel fees	
		Conduct of exam	41.5% (17)	21.9% (9)	29.3% (12)	7.3% (3)	0		
		Discipline/ Value education	48.8% (20)	21.9% (9)	26.9% (11)	2.4% (1)	0		
		Short term vocational courses	26.9% (11)	36.6% (15)	21.9% (9)	9.8% (4)	4.9% (2)		
		Extra-Curricular Activities	39% (16)	26.9% (11)	29.3% (12)	2.4% (1)	2.4% (1)		
		Social Commitment	51.2% (21)	21.9% (9)	17.1% (7)	9.8% (4)	0		
		Programmes for integral development	43.9% (18)	19.5% (8)	29.3% (12)	4.9% (2)	2.4% (1)		
3.	Alumnae		Suggestions			Action taken			
			Need for Career oriented syllabus for all streams						
			Provide maximum opportunity to get placed from the college						
			Should focus on Indian contest						

DEPARTMENT OF SOCIOLOGY

Considering the suggestions provided, the Department submitted a report in the BoS meeting held on 27/09/2021. Based on the recommendations, the BoS/Department approved relevant revisions which were minuted and implemented accordingly. The Action Taken Report (ATR) was also meticulously prepared and documented. The following is the summary report of the feedback:

BA Sociology

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)		Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	69	28	3	0			
		Student – teacher relationship	69	28	3	0			
		Tutoring & mentoring	59	34	6	0			
		Internal assessment	63	31	6	0			
		Add on courses	63	28	9	0			
		Value addition course	63	28	9	0			
		Bridge course	63	25	13	0			
		Value education/ethics	63	22	13	3			
		Value education/catechism	59	25	13	3			
		e-learning	63	31	6	0			
		Online classes	59	38	3	0			
		Linways	81	16	3	0			
		Moodle	66	28	6	0			

		Parameter	Delighted (%)	Excellent (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
2.	Parents	Course/Syllabus	22.9	35.4	29.1	12.6	0	Career guidance	Employability enhancement programme “ Samagram 20 already given for the 21 pass out UG and PG batches
		Teaching	27.1	29.1	31.2	12.6	0	Everything is fine	Informed the teachers to boost up their morale and confidence.
		Teacher-student relationship	27.1	39.5	20.8	12.6	0		
		Library	16.7	27.1	33.3	14.6	8.3		
		Conduct of exam	16.7	31.2	25	20.9	6.2		
		Discipline/ Value education	14.5	16.7	41.7	18.8	8.3		
		Short term vocational courses	29.2	27.1	22.9	20.8	0		
		Programmes for integral development	22.9	29.2	27.1	20.8	0		

MA Sociology (Self Financing)

Sl. No.	Stake Holder	Parameters	Very Good (%)	Good (%)	Satisfactory (%)	Not Satisfactory (%)	Suggestions	Action taken
1	Students (Exit Survey)	Teaching learning environment	23	54	23	0		
		Student – teacher relationship	38	31	31	0		
		Tutoring & mentoring	38	31	31	0		
		Internal assessment	8	46	46	0		
		Add on courses	15	38	46	0		
		Value addition course	15	38	46	0		
		Bridge course	0	46	31	23		
		Value education/ethics	15	23	46	15		
		Value education/catechism	15	23	46	15		
		e-learning	8	38	54	0		
		Online classes	23	54	23	0		
		Linways	31	46	23	0		
		Moodle	0	62	38	0		

Teachers Suggestions

- As an overall analysis, it is clearly recognised that both UG and PG Regulations 2019 provided and implemented by the University of Calicut, is very much effective and appropriate in terms of the courses offered and their expected outcomes.
- Need an orientation to the students on counselling through field experience.
- There should be a separate paper on Social Statistics. It has limited into one chapter in research methodology. Expert panel added that Statistics paper needs more attention and it will help both UG as well as PG students.
- Try to avoid the repeated topics in all the courses.
- Try to incorporate field visit as part of first semester PG course; Rural and tribal community.
- It is also remarked that the dissertation and the comprehensive Viva-Voce of the final semester are of great significance for the progression of students.
- Gender Studies, a core paper offered in the second semester is of highly significant as far as female students are concerned, and it also carries the values and ethos of the college. However, more than theoretical knowledge, students should get plausible platforms to discuss the contemporary issues concerned with gender. Hence, the curriculum should be concerned with this requirement.
- It is suggested that a full module focusing on mixed-method research can be included in both the curricula.