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**SRI MAHAVEERA FIRST GRADE COLLEGE**

MOODBIDRI, D.K., P.O. KODANGALLU – 574 197

Karnataka State

(Sponsored by Academy of General Education, Manipal)

Accredited by NAAC at 'A' Grade

**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

**ACADEMIC YEAR: 2016-17**

**STUDENTS FEEDBACK ON THE SYLLABUS**

**Analysis of feedback from students on the syllabus for the year 2016-17**

**Total respondents: 100**

S.No	Questions	Excellent (%)	Good (%)	Fair (%)	Poor (%)
1	Depth of syllabus content	65	30	05	00
2	Syllabus is carrier oriented	45	45	10	00
3	Sequence of units in the syllabus	37	58	05	00
4	Size of the syllabus in terms of load on the students	51	40	06	03
5	Library collections with regard to the syllabus	48	40	12	00
6	Internal evaluation system	50	45	05	00
7	Objectives stated for each of the course and relevance	60	35	05	00

## **Interpretation :**

In order to obtain students feedback on the syllabus 100 students were chosen. Following is the interpretation of their response.

1. Regarding the depth of the syllabus, 65 percent respondents viewed it as excellent. 30 percent of the respondents considered it as good. Only 5 percent respondents viewed it as fair.
2. Regarding career orientation opportunities in the syllabus 45 percent respondents highly appreciated it. 45 percent respondents considered it as good syllabus. 10 percent respondents viewed that it is fair.
3. Sequence of units in the syllabus, 37 percent of the respondents highly appreciated it. 58 percent respondents viewed it as good syllabus. Five percent respondents viewed it as fair.
4. Regarding size of the syllabus in terms of load on the students, 51 percent respondents appreciated it. They gave excellent opinion. 40 percent respondents considered it as good. Three percent respondents considered it as poor in terms of load on the students.
5. Feedback on library collections pertaining to the syllabus, 48 percent respondents highly appreciated it. They gave excellent opinion. 40 percent respondents viewed it as good. 12 percent respondents viewed it as fair.
6. Regarding internal evaluation system, 50 per cent respondents appreciated it by giving excellent opinion. 45 percent respondents viewed it as good. 5 percent respondents viewed it as fair.
7. With regard to objectives stated for each course and relevance to the course content, 60 percent considered it is excellent. 35 percent of the respondents considered it as good. Only 5 percent of the respondents gave opinion as fair.

**Action Plan/taken:**

1. Resolved to conduct department wise meetings to discuss the syllabus and to prepare teaching plans.
2. Proposal made to the authorities to conduct subject related workshops and conferences to discuss syllabus and to frame question banks.
3. Faculty members are encouraged to participate in the subject related workshops, seminars, orientation and refresher courses.
4. Members representing in the University BOS have played the role in making syllabus more career oriented.
5. In order to make syllabus more objective oriented students are encouraged to write assignments, seminars and field visits.



**IQAC Coordinator**

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**Principal**

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### **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

**ACADEMIC YEAR: 2016-17**

#### **TEACHERS FEEDBACK ON THE SYLLABUS**

**Analysis of feedback from teachers on the syllabus for the year 2016-17**

**Total respondents: 29**

S.No.	Questions	Excellent (%)	Good (%)	Fair (%)	Poor (%)
1	Learning objectives clear and appropriate	72.4	27.5	00	00
2	Satisfaction level with the existing curriculum syllabus	58.6	27.5	13.7	00
3	Ability to design quiz/tests/assignment/examinations and projects	44.8	37.9	17.2	00
4	Syllabus designed according to the students understanding power	62.06	34.48	3.4	00
5	Current syllabus provides students field projects.	37.9	37.9	20.6	3.4
6	Extent of curriculum and syllabus are organised	44.8	41.37	13.7	00
7	Extent of availability of resources/materials	51.7	37.9	10.3	00
8	Does the current syllabus provide students internship	55.17	27.5	6.89	00

## **Interpretation :**

On the basis of above table following interpretations are made.

1. With regard to learning objectives, 72 percent of the respondents felt that learning objectives are clear and appropriate to the needs of student. 27.5 percent respondents viewed that it is good.
2. About 58.6 percent of respondents have excellent opinion with regard to satisfaction level pertaining to existing curriculum syllabus. 27.5 percent respondent viewed that it is good. Only 13.4 percent respondents viewed it as fair.
3. Regarding ability to design quiz/test/assignments/examinations and projects to evaluate students regarding syllabus, 44.8 percent respondents gave excellent opinion. 37.9 percent of respondents accepted it as good. Only 17.2 percent respondents viewed it as fair.
4. Syllabus designed according to the students understanding power 62.06 percent respondents highly appreciated it. 34.48 percent respondents accepted it as good syllabus.
5. Regarding the provision in syllabus for students' fieldwork, 37.9 percent respondents states that it provides excellent opportunities for field work. Remaining 37.9 percent respondents viewed that it gives good opportunities for field work. Remaining 20.6 percent respondents have only satisfactory opinion with regard this.
6. Regarding organization of curriculum and syllabus, 44.8 percent viewed that it is highly organized and systematic. 41.37 percent respondents considered that organization of syllabus is good. 13.7 percent of respondents considered it as fair.
7. Availability of resources and materials to teach the syllabus 51.7 percent respondents gave excellent opinion. They state that resources are available in plenty. 37.9 percent respondents considered it as good. Only 10.3 percent respondents considered that availability of resources as fair.
8. With regard to students' internship, 55.17 percent of respondents felt that syllabus provides scope for students' internship. 27.5 percent respondents considered that it provides scope for students' internship.

## Action Plan/ taken :

1. Learning objectives of each paper is made clear in the syllabus. These objectives are highlighted in the classroom interaction.
2. Students are encouraged to conduct field projects, class room seminars related to the topics of syllabus.
3. In order to enhance to interaction opportunities and develop skill and ability of the students MOUs are made with other organization.
4. Easy access to the materials related to the syllabus made possible through college library.



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### INTERNAL QUALITY ASSURANCE CELL (IQAC)

ACADEMIC YEAR: 2016-17

### EMPLOYERS FEEDBACK ON THE SYLLABUS

#### Analysis of feedback from Employers on the syllabus for the year 2016-17

Total respondents: 10

S.No.	Questions	Excellent (%)	Good (%)	Satisfactory (%)	Poor (%)
1.	Relevance of the curriculum in relation to the practice.	10	80	10	00
2.	Learning objectives of the curriculum are appropriate to the needs of the job market.	10	80	10	00
3.	Role of curriculum in the skill development	10	80	10	00
4.	Contribution of curriculum in developing employability	10	70	20	00
5.	Contribution of curriculum in developing entrepreneurship	40	40	20	00
6.	Curriculum helps to handle responsibility independently	60	20	20	00
7.	Curriculum provides the scope for experimental learning	70	20	10	00
8.	Curriculum helps to take up higher responsibility	70	20	10	00
9.	Role of curriculum in promotion of human values and business ethics	40	50	10	00
10.	Curriculum helps to overcome the new challenges of present day business	40	50	10	00

## **Interpretation :**

Analysis of the employer feedback pertaining to the curriculum for the year 2016-17 is summarised as follows:

1. With the regard to the relevance of curriculum in relation to the practice 10 percent respondents appreciated it as excellent. 80 percent respondents viewed it as good curriculum and remaining 10 percent viewed it as satisfactory curriculum.
2. Regarding appropriateness to the needs of the job market 10 percent considered it as excellent, 80 percent respondents viewed it as good curriculum and 10 percent viewed that it is satisfactory one.
3. Role of curriculum in the skill development 10 percent considered it as excellent. 80 percent viewed it as good and 10 percent states that it is satisfactory curriculum.
4. Contribution of curriculum in developing employability 10 percent opened that it is excellent, 70 percent viewed as good curriculum and 20 percent viewed as good curriculum and 20 percent viewed it as satisfactory one.
5. Contribution of curriculum in developing entrepreneurship, 40 percent respondents considered it as excellent, 40 percent viewed it as good curriculum as it develops entrepreneurship remaining 20 percent viewed it as a satisfactory curriculum.
6. With regard to the contribution of curriculum to handle responsibility independently, 60 percent respondents viewed it as excellent. 20 percent considered it as good curriculum which helps to handle responsibility independently. Remaining 20 percent considered that it is satisfactory curriculum.
7. Scope for experimental learning, 70 percent viewed it as excellent curriculum as it gives a scope for experimental learning. 20 percent viewed it as good curriculum and remaining 10 percent considered it as a satisfactory curriculum.
8. Curriculum helps to take up higher responsibility 70 percent viewed it as excellent curriculum. 20 percent viewed it as good curriculum, 10 percent considered it as satisfactory one.
9. Contribution of curriculum in promotion of human values and business ethics, 40 percent viewed as excellent. 50 percent considered it as a good curriculum and remaining 10 percent viewed it as a satisfactory curriculum.
10. Regarding contribution of curriculum to overcome new challenges of business, 40 percent viewed it as excellent; 50 percent considered it as good curriculum and 10 percent viewed it as satisfactory curriculum.

### Action taken :

1. Importance is given to make curriculum more practical by encouraging field visits and to prepare models and projects.
2. Training sessions are organised to the students through HRD and placement cells.
3. In order to develop entrepreneurship ability among the students, training sessions are organised. MOU is made with professional colleges.
4. Students are involved in organising competitions.



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**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

**ACADEMIC YEAR: 2016-17**

**ANALYSIS OF FEEDBACK FROM ALUMNI ON THE CURRICULUM FOR THE  
YEAR - 2016-17**

**Total respondents: 50**

S.No.	Questions	Excellent (%)	Good (%)	Satisfactory (%)	Poor (%)
1.	Relevance of the curriculum in degree programmes	48	26	22	4
2.	Learning objectives and study frame work meets the requirements of the students	36	36	26	2
3.	Curriculum provides scope for the professional development	26	36	36	6
4.	Curriculum meets the requirements of job market	46	34	18	2
5.	Contribution of curriculum in promotion of higher studies	24	46	28	2
6.	Curriculum and assessment systems are designed as per the learning objectives of the programmes	46	38	12	4
7.	Library and other reading facilities are accessible to the students	20	50	22	8
8.	Accessibility of the faculty members for the guidance and support	40	42	16	2
9.	Contribution of curriculum in skill development and employability	20	34	30	6
10.	Curriculum meets the requirements of competency in global employment market	38	36	18	12

## **Interpretation :**

Analysis of the Alumni feedback pertaining to the curriculum summarised as follows:

1. Regarding the relevance of the curriculum in degree programmes, 48 percent respondents highly appreciated it as excellent. 26 percent respondent gave opinion as good curriculum. 22 percent felt it as satisfactory and four percent treated it as poor curriculum.
2. With regard to learning objectives and study framework in meeting the requirements of students, 36 percent respondents' states that it is excellent and it meets the requirements of the students. 36 percent viewed it as good curriculum. 26 percent viewed it as satisfactory curriculum. Only two percent respondents states that it is poor curriculum.
3. Provision for the professional development 26 percent respondents viewed it as excellent. There is scope for the professional development. 36 percent viewed it as good. 34 percent respondents viewed it as satisfactory curriculum. Six percent viewed it as poor curriculum as for as professional development is concern.
4. With regard to curriculum meets the requirement of the job market, 46 percent states that it is excellent, 34 percent viewed it as good curriculum. 18 percent respondents viewed as satisfactory one. Only 2 percent viewed it as poor curriculum.
5. Contribution of curriculum in promotion of higher studies. 24 percent respondents viewed it as excellent. 46 percent of the total respondents opined that it is good curriculum. 28 percent considered it as satisfactory curriculum. Two percent viewed as poor contribution in promoting higher studies.
6. 46 percent respondent appreciated the design of curriculum and assessment systems. 38 percent respondents viewed it as good design of curriculum and assessment system. 12 percent considered it as satisfactory design. 4 percent viewed it as poor design.
7. Regarding the Library and reading facilities accessible to the students, 20 percent considered it as excellent. 50 percent considered it as good. 22 percent viewed it as satisfactory and eight percent viewed it as poor.
8. Accessibility of the faculty members for the guidance and support, 40 percent viewed it as excellent, 42 percent considered it as good, 16 percent viewed it as satisfactory and two percent viewed it as poor.

9. Contribution of curriculum for skill development as employability. 20 percent viewed it as excellent, 34 percent opines that it is good, 30 percent viewed as satisfactory and six percent opines that it is poor.
10. With regard to requirements of competency in global employment market, 38 percent respondents viewed that it is excellent curriculum .36 percent viewed it as good, 18 percent considered it as satisfactory and 12 percent viewed it has poor.

#### Action Plan/ Taken:

1. Organised motivational talks from alumni achievers .
2. Career counselling and guidance program organized by the Alumni Association.

  
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