



## **SREE NARAYANA COLLEGE, CHATHANNUR**



### **AQAR 2023-2024**

### **CRITERION II: TEACHING-LEARNING AND EVALUATION**

#### **2.6.2**

## Evaluation on Attainment of POs and COs

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## 1. CO-PO Mapping

### Outcome Mapping and Student Capability Development

Outcome mapping aims to enhance student capabilities by integrating knowledge and skills acquired through various courses in UG and PG programs. The formula for *Student Ability* is expressed as:

$$\text{Student Ability} = \text{Knowledge} \times \text{Skill}$$

Student capability is defined as the product of knowledge and skill. For instance:

- If a student possesses extensive knowledge but lacks the relevant skills, their ability will be zero (e.g.,  $100 \times 0 = 0$ ).
- Likewise, if the student has strong skills but no foundational knowledge, their ability will also be zero (e.g.,  $0 \times 100 = 0$ ).

This underscores the necessity of maintaining a balance between knowledge and skill while designing course content under different university programs. In addition to this balance, fostering the right attitude is essential to prepare students to navigate challenges in a VUCA (Volatile, Uncertain, Complex, and Ambiguous) world.

The course outcomes are designed by the University, while the College employs direct methods to assess course outcome attainment. Additionally, a combination of direct and indirect methods is used to measure the attainment of program outcomes effectively.

## 1. PROGRAMME OUTCOMES (POS)

### 2. UNDER GRADUATE PROGRAMME OUTCOMES

PO1	<b>Self-motivated and Self-directed Continuous Learning across Students life span:</b> It stresses the role of personal motivators, such as beliefs in self- efficacy and <u>personality traits</u> in self-motivated and self-directed learning across the lifespan.
PO2	<b>Ethical awareness:</b> Uphold ethics/ morals in all spheres of life. Identify and avoid unethical behaviour in all aspects of work.
PO3	<b>Effective Communication Skills for Global Connect:</b> It ensures students ability to express ideas or opinions properly and articulate clearly in such a way that it impacts others behaviours in an acceptable manner. Helpful in

PO4	<b>Values Orientation :</b> Ability to uphold certain principles in life such as Honesty/integrity/discipline in any situations in order to have continuous growth and success in both personal and professional life.
PO5	<b>Analytical and Problem Solving Skill:</b> Helps students to become more efficient problem solver and more informed decision maker.
PO6	<b>Digital Literacy:</b> Majority of the First generation learners are introduced to the latest and state of the art changes in the fields of Information Technology and thereby ensures their unprecedented success in a digital economy that consistently affects their personal and professional lives.

<b>PO7</b>	<b>Environmental Sensitivity for Sustainable Development:</b> Sustainability issues in higher educational institutions have attracted plenty of academic as well as non-academic interest across the globe. Students are given an opportunity to understand from a quality education and learn the values embedded in a successful societal transformation framework.
<b>PO8</b>	<b>Skill development – Hard S’s and Soft S’s:</b> Students are given the opportunity to understand, learn and practice the skill set required for achieving one’s professional success. Life skills which are essential for meeting the day today challenges of life are well integrated in this unique learning framework.

#### **4. PROGRAMME OUTCOMES (POS)**

#### **5. POST GRADUATE PROGRAM (M.COM/M.SC.)**

<b>PO1</b>	<b>Mastery over Conceptual and Applied Skills:</b> To develop professionals in various streams with specialised skills and applied competencies by providing student-centric learning ambience backed with critical thinking and problem solving capabilities.
<b>PO2</b>	<b>Research Skill:</b> Five important skills such as Creativity and Innovation, Analysis and Critical Thinking, Project and Time Management, Problem Solving Skill and Communication Skill are developed in students using various non- interventional and interventional learning methods.

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<b>PO3</b>	<b>Technology Embedded Learning: Various</b> technology embedded platforms are being effectively used by most of the stakeholders including teachers for an augmented learning experience. Different technologies are integrated with classroom learning for ensuring this.
<b>PO4</b>	<b>Environmental Sensitivity for Sustainable Development:</b> Sustainability issues in higher educational institutions have attracted plenty of academic as well as non-academic interest across the globe. Students are given an opportunity to understand from a quality education and learn the values embedded in a successful societal transformation framework.
<b>PO5.</b>	<b>Employability Skills:</b> Skill gaps (Communication skill gap, Interpersonal skill gap and Personal and Self-management skill gap) falling under this are addressed very seriously and institutional specific and well customized learning avenues are being provided to the students for enhancing the employability quotient
<b>PO6</b>	<b>Social commitment:</b> Be aware of individual roles in society as nation builders, contributing to the betterment of society. Foster social skills to value fellow beings and be aware of one's responsibilities as international citizen.
<b>PO 7</b>	<b>Lifelong learners:</b> Equip students to be lifelong learners. Be flexible to take up the changing demands of work place as well as for personal spheres of activities.

## 2. Seminars/Assignments

Assignments and Seminars play a crucial role in assessing students' academic performance. Timely submission of assignments not only enhances students' academic knowledge but also instills a sense of punctuality. Participating in seminars offers a unique learning experience by encouraging students to go beyond traditional lessons delivered by teachers. It allows them to practice, apply, and present concepts and skills they have learned independently.

Teachers assign topics for assignments and seminars, set deadlines for submission, and allocate specific time slots for each student's seminar presentation. The submitted assignments are thoroughly reviewed, and seminar presentations are closely monitored by the teachers. Students are evaluated based on their performance, and marks are awarded as per the university's prescribed grading system.



### **Seminar presentation by students**

(Parvathy A S IV Sem M.Sc, 2021-2023 admission student, presenting the seminar portion allotted on the subject ' Functional Analysis II' on the topic titled 'Spectrum and numerical range'.)

# Linear Algebra

submitted by  
Abhija . A  
Roll No: 03/01/2023  
S.N college  
Chathanoor

03/01/2023



### Theorem

Let  $\begin{pmatrix} a & b \\ c & d \end{pmatrix}$  be an arbitrary matrix. We can find elementary matrices  $e_1, e_2, e_3, e_4$  and a diagonal matrix  $\begin{pmatrix} d_1 & 0 \\ 0 & d_2 \end{pmatrix}$ , such that  $e_1 e_2 \begin{pmatrix} a & b \\ c & d \end{pmatrix} e_3 e_4 = \begin{pmatrix} d_1 & 0 \\ 0 & d_2 \end{pmatrix}$

### Proof

Suppose  $a \neq 0$ , we have

$$\begin{pmatrix} 1 & 0 \\ k & 1 \end{pmatrix} \begin{pmatrix} a & b \\ c & d \end{pmatrix} = \begin{pmatrix} a & b \\ ka+c & kb+d \end{pmatrix}$$

Taking  $k = -c/a$ , we get

$$\begin{pmatrix} 1 & 0 \\ k & 1 \end{pmatrix} \begin{pmatrix} a & b \\ c & d \end{pmatrix} = \begin{pmatrix} a & b \\ 0 & \alpha \end{pmatrix}$$

where  $\alpha = -(c/a)b + d$  Also

$$\begin{pmatrix} a & b \\ 0 & \alpha \end{pmatrix} \begin{pmatrix} 1 & m \\ 0 & 1 \end{pmatrix} = \begin{pmatrix} a & ma+b \\ 0 & \alpha \end{pmatrix}$$

Taking  $m = -b/a$ , we get

$$\begin{pmatrix} a & b \\ 0 & \alpha \end{pmatrix} \begin{pmatrix} 1 & m \\ 0 & 1 \end{pmatrix} = \begin{pmatrix} a & 0 \\ 0 & \alpha \end{pmatrix}$$

Thus we have

$$\begin{pmatrix} 1 & 0 \\ k & 1 \end{pmatrix} \begin{pmatrix} a & b \\ c & d \end{pmatrix} \begin{pmatrix} 1 & m \\ 0 & 1 \end{pmatrix} = \begin{pmatrix} a & 0 \\ 0 & \alpha \end{pmatrix}$$

if  $a=0$ , either  $\begin{pmatrix} a & b \\ c & d \end{pmatrix}$  is the zero matrix, or some entry is non-zero, say  $c \neq 0$ . Then

$$\begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix} \begin{pmatrix} a & b \\ c & d \end{pmatrix} = \begin{pmatrix} c & d \\ a & b \end{pmatrix}$$

Since  $c \neq 0$ , the preceding reasoning applies to  $\begin{pmatrix} c & d \\ a & b \end{pmatrix}$

and we can choose shear matrices  $e_1$  and  $e_3$  such that

$$e_1 \begin{pmatrix} c & d \\ a & b \end{pmatrix} e_3 = e_1 e_2 \begin{pmatrix} a & b \\ c & d \end{pmatrix} e_3$$

is a diagonal matrix, where  $e_2 = \begin{pmatrix} 1 & 0 \\ 0 & b \end{pmatrix}$ . If  $b \neq 0$  or  $d \neq 0$ , we proceed in a similar way to obtain it.

a) verify that the sum of the squares of the distance from a point  $X$  to the lines  $ax+by=0$  and  $bx-ay=0$  is equal to the square of the length of  $X$ .

let  $x = \begin{pmatrix} x_0 \\ y_0 \end{pmatrix}$  let 'd' be the distance from  $x$  to the line  $ax+by=0$ .  $d'$  is the distance from  $x$  to the line  $bx-ay=0$ .

$$d = \frac{|ax_0+by_0|}{\sqrt{a^2+b^2}} \quad d' = \frac{|bx_0-ay_0|}{\sqrt{a^2+b^2}}$$

$$d^2 = \frac{|ax_0+by_0|^2}{a^2+b^2} \quad (d')^2 = \frac{|bx_0-ay_0|^2}{a^2+b^2}$$

$$d^2+(d')^2 = \frac{a^2x_0^2 + 2ax_0by_0 + b^2y_0^2 + b^2x_0^2 - 2bx_0ay_0 + a^2y_0^2}{a^2+b^2}$$

$$= \frac{a^2(x_0^2+y_0^2) + b^2(x_0^2+y_0^2)}{a^2+b^2}$$

$$= \frac{(x_0^2+y_0^2)(a^2+b^2)}{a^2+b^2}$$

$$= x_0^2+y_0^2$$

$$= |x|^2$$

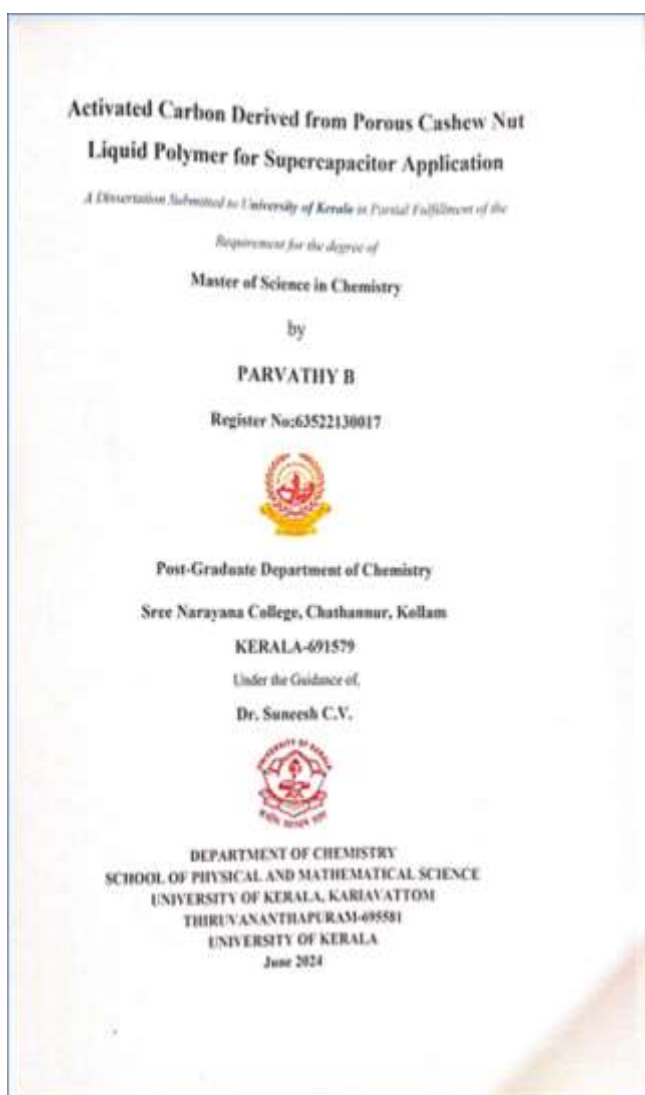
$$d^2+(d')^2 = |x|^2. \text{ Hence the proof.}$$

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Assignment by students

### 3. Internships/projects

Students are motivated to engage in internships, projects, fieldwork, and similar activities to acquire essential skills and hands-on experience in their chosen field of study. They are required to submit their project reports in the prescribed format. The evaluation is carried out as per the guidelines outlined in the program's Scheme of Examination.



#### **4. Continuous Internal Evaluation**

The institution recognizes evaluation as a vital part of the teaching-learning process. The Continuous Internal Evaluation (CIE) system is implemented through the collaborative efforts of the IQAC, College Level Monitoring Committee (CLMC), department heads, and the Model Examination Committee. The college strictly follows the internal assessment framework prescribed by the University of Kerala.

Additionally, diverse methods such as surprise tests, open book exams, online quizzes, and project work are incorporated to enhance the internal assessment process. The CIE mechanism not only boosts students' confidence but also helps them develop effective time management skills for university examinations. The evaluation process includes several systematic steps designed for comprehensive student assessment.



# UNIVERSITY OF KERALA

Re-accredited by NAAC with A++ GRADE

College : Sree Narayana College Chathannoor  
Programme : Mathematics(620)  
Semester : 2



Sl.No	Candidate Name	Candidate Code	01	02	03	04	Signature
1	AKHILA S.	62022130001	25	23	24	25	Akhila S.
2	ANJALI S	62022130002	20	22	21	21	Anjali S.
3	ANJANA H PRASAD	62022130003	25	23	25	25	Anjana H Prasad
4	ANSEELA MOL A	62022130004	14	14	14	14	Anseela Mola
5	ANSHU S.	62022130005	25	25	25	25	Anshu S.
6	ANUSHA N S	62022130006	18	19	20	21	Anusha N S
7	ATHIRA R	62022130007	25	25	25	25	Athira R
8	ATHULVA S S	62022130008	25	25	25	25	Athulva S S
9	JENIFER MARTIN	62022130009	24	23	23	22	Jenifer Martin
10	KEERTHI A S	62022130010	25	25	25	25	Keerthi A S
11	MEGHA M LAL	62022130011	24	24	23	24	Megha M Lal
12	PREMJITH M P	62022130012	20	23	20	21	Premjith M P
13	SANGEETHA DARSHAN	62022130013	14	14	14	14	Sangeetha Darshan
14	SREELAKSHMI M S	62022130014	25	25	24	25	Sreelakshmi M S
15	SRUTHY Z R	62022130015	25	24	23	24	Sruthy Z R
16	VEENA V S	62022130016	21	22	23	21	Veena V S
17	VIDHYA SHAJ S	62022130017	22	22	21	21	Vidhya Shaj S

01 - Abstract Algebra  
02 - Real Analysis-II

- Maximum mark - 25  
- Maximum mark - 25

## **5. University Result analysis**

Result analysis is done for evaluating students' academic performances and to identify the domains for which students got low scores in the examinations. Semester wise and course wise result analysis are done for this, and remarks of the result analysis are presented in CLMC. CLMC analyse the same and proper decision are made to improve students' academic performances based on their analysis. As part of that if syllabus revision is found to be requirable, communications are being sent to university for the same. Overall Course Outcome attainment is analyzed with the help of the External Examinations conducted by the University and various continuous evaluation methods used as part of course output attainment. Also the departments arrange remedial coaching for students who secured low grades in examinations. (Result for five years: <https://sncchathannur.ac.in/results/>).

A sample result analysis is given below. Result analysis is conducted to evaluate students' academic performance and identify areas where students scored lower in examinations. This analysis is carried out semester-wise and course-wise, and the findings are presented to the College Level Monitoring Committee (CLMC). The CLMC reviews the results, conducts detailed evaluations, and makes necessary decisions to enhance students' academic performance.

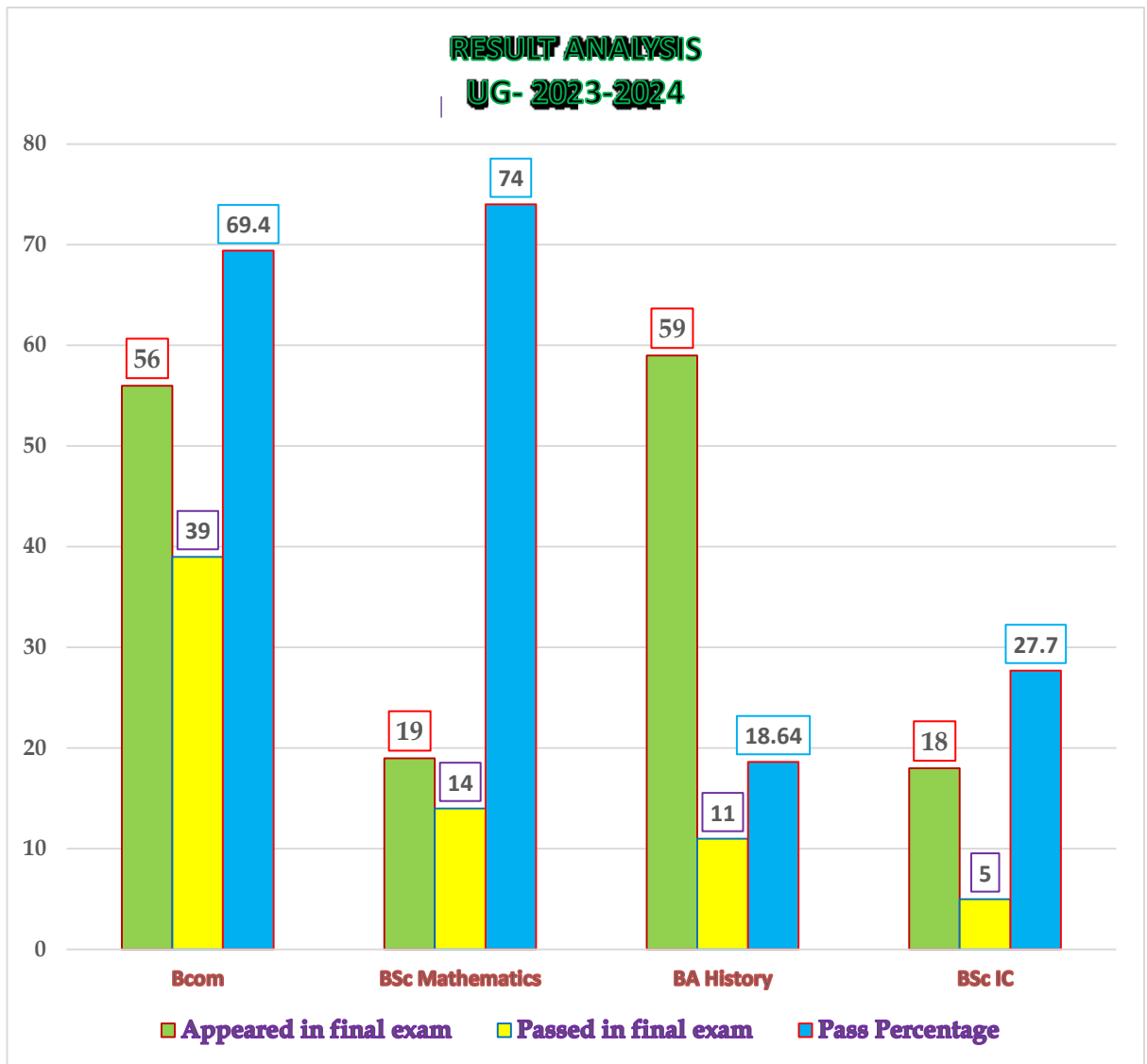
If syllabus revision is deemed necessary, the college communicates these recommendations to the university. Overall course outcome attainment is assessed using results from the university's external examinations and continuous evaluation methods implemented during the course. Additionally, remedial coaching sessions are arranged by departments for students who secure lower grades.

Details of results for the past five years are available on the official website: <https://sncchathannur.ac.in/results/>. Below is an example of a result analysis for reference.

**SREE NARAYANA COLLEGE CHATHANNUR**

**Result Analysis Statement 2023-2024**

PROGRAM CODE	PROGRAM NAME	NUMBER OF STUDENTS APPEARED IN THE FINALYEAR EXAMINATION	NUMBER IF STUDENTS PASSED IN FINAL YEAR EXAMINATION	PASS PERCENTAGE
159	B.Com	56	39	69.4
590	M.Com	17	16	94.12
140	BA History	59	11	18.64
220	BSc Mathematics	19	14	74
620	MSc Mathematics	18	12	66.67
241	BSc IC	18	5	27.7
635	MSc Chemistry	20	10	50

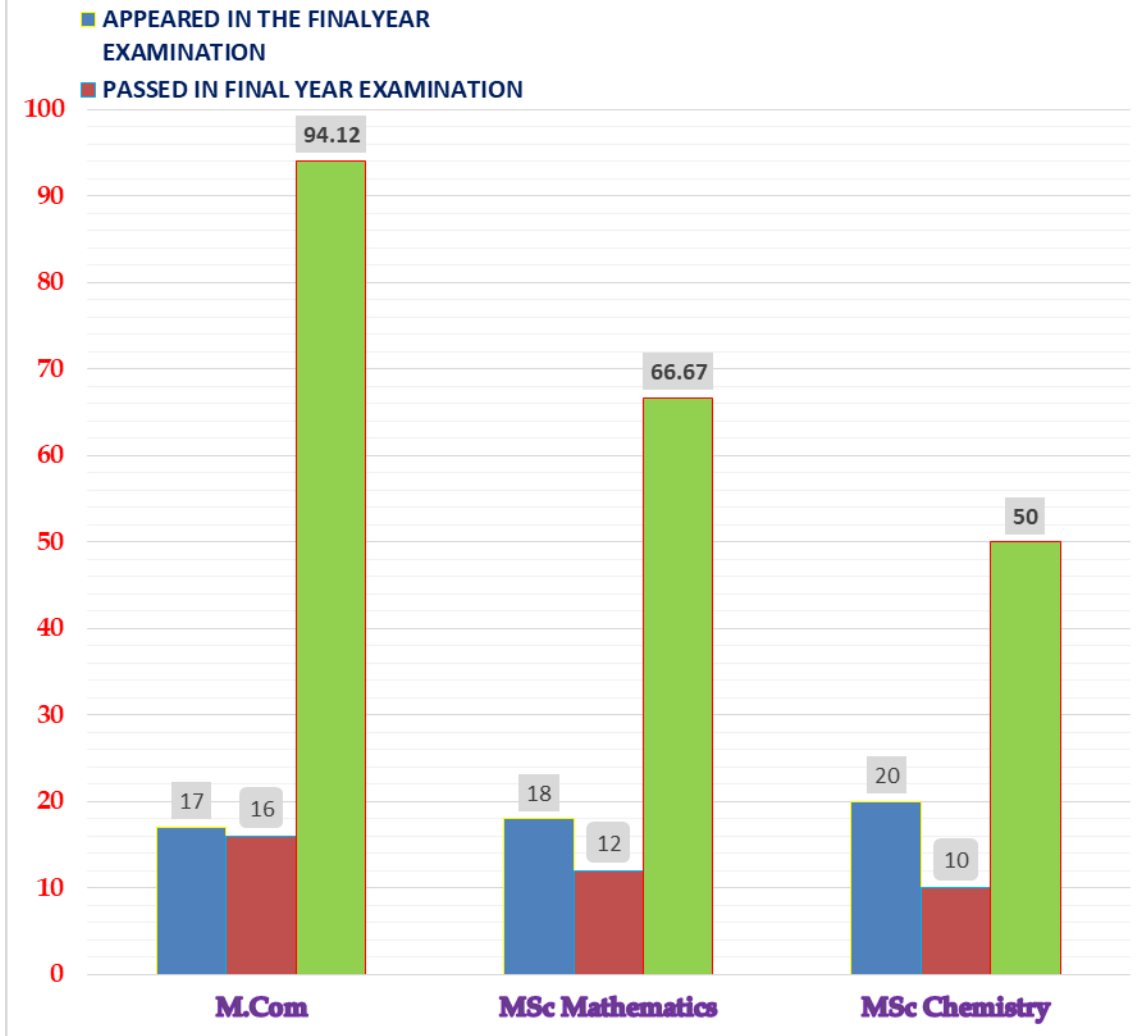


1. The BCom final year examination results show that out of 56 students who appeared for the exam, 39 students passed, giving a pass percentage of 69.4%. This indicates that about 69% of the students met the necessary criteria to pass, reflecting a moderate level of success. However, the fact that approximately 30% of the students did not pass suggests areas for improvement, such as enhanced exam preparation, additional academic support, or focused interventions for struggling students. While the majority of students succeeded, addressing the needs of those who did not pass could help improve the overall success rate in the future.



2. The BSc Mathematics final year examination results show that 14 out of 19 students passed, resulting in a pass percentage of 74%. This reflects a relatively strong performance, with 74% of the students successfully meeting the criteria to pass. Although most students passed, the remaining 26% who did not pass could indicate areas where some students faced challenges. Overall, the pass percentage is positive, but further support or interventions could help ensure more students succeed in future exams.
3. The final year examination results for the BA History course reveal a concerning situation, with only 11 out of 59 students passing, resulting in a pass percentage of just 18.64%. This is far lower than expected, with only a small fraction of students successfully meeting the exam requirements. The low pass percentage suggests that many students encountered significant difficulties, possibly due to issues with teaching effectiveness, the curriculum, or student support services. The institution may need to review these factors and consider implementing measures such as additional academic support, tutoring, or revision resources to improve future outcomes.
4. The final year examination results for the BSc IC (Information Communication) course are troubling, with only 5 out of 18 students passing, leading to a pass percentage of just 27.7%. This means that a significant majority, nearly 72%, of students did not pass the exam. Such a low pass percentage highlights potential problems, such as inadequate preparation, challenges with the course material, or insufficient support during the academic year. To improve outcomes in the future, the institution should consider reviewing teaching methods, curriculum design, and the academic support available to students, and may need to provide more focused interventions, additional resources, or remedial programs to help students succeed.

## RESULT ANALYSIS PG 2023-2024



1. The M.Com final year examination results show a highly positive outcome, with 16 out of 17 students passing, yielding an impressive pass percentage of 94.12%. This indicates that most students were able to meet the exam requirements and successfully complete the examination. The high pass percentage reflects strong academic performance and suggests that students were well-prepared. While only one student did not pass, the result underscores the effectiveness of the course delivery and student support. However, the institution may want to examine the challenges faced by the single student who did not pass to improve the assistance and resources available to all students. Overall, the result is a strong indication of success in the M.Com program.
2. The final year examination results for the MSc Mathematics course show that 12 out of 18 students passed, resulting in a pass percentage of 66.67%. This indicates that two-thirds of the students met the necessary requirements to pass the exam, reflecting a good level of success. However, the remaining 33.33% who did not pass suggests that a portion of the cohort faced challenges in their studies or exam preparation. Although the overall result is positive, it highlights areas for potential improvement, such as providing additional academic support, enhancing study resources, or offering targeted interventions for struggling students. Addressing these areas could help increase the success rate in future exams and support more students in achieving their academic goals.
3. The final year examination results for the M.Sc Mathematics course reveal a concerning outcome, with only 10 out of 20 students passing, resulting in a pass percentage of 50%. This indicates that half of the students were able to meet the required standards, while the other half did not. A pass percentage of 50% suggests there may be underlying issues affecting student performance, such as difficulties with the course material, insufficient preparation, or a lack of adequate support during the academic year. The institution may need to review the factors contributing to this result and consider implementing additional academic support, tutoring, or resources to help students improve their performance and increase the pass percentage in future examinations.

## 6. Higher studies

Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in various educational institutions in India and Foreign Universities.

Name of student enrolling into higher education	Programme graduated from	Name of institution joined	Name of programme admitted to
AKHIL A S	BA HISTORY	VERANDA RACE, THIRUVANANTHAPURAM	SSC COACHING
ATHULYA .B	BA HISTORY	MSM TEACHERS TRAINING INSTITUTE	D.EI.ED
ABHINAND	BA HISTORY	DISHA ACADEMY, GANDHARI AMMAN KOVIL LANE, THAMPANOR, TRIVANDRUM	SSC COACHING
ROSHIN	BA HISTORY	CL EDUCATE, 3rd FLOOR, KADAPPAKADA, KOLLAM	SSC COACHING
BICHU B	BA HISTORY	SIVARAJA PILLAI MEMORIAL PRIVATE ITI, PARAVOOR, KOLLAM.	ITI
PRIYA J S	BA HISTORY	CHEPAKASSERY TTI, BHOOTHAKULAM	D.EI.ED
ATHUL MURALI	BA HISTORY	FATHIMA MEMORIAL TRAINING COLLEGE, KOLLAM	B.ED
GAUTHAM	BA HISTORY	KARMA ACADEMY, NANDANAM ARCADE, OLAYIL, KOLLAM	SSC COACHING
PRAJITH	BA HISTORY	DISHA ACADEMY, GANDHARI AMMAN KOVIL LANE, THAMPANOR, TRIVANDRUM	SSC COACHING
BICHU	BA HISTORY	NATIONAL SKILL TRAINING INSTITUTE, TRIVANDRUM	ITI
UNAISE	BA HISTORY	NATIONAL SKILL TRAINING INSTITUTE, TRIVANDRUM	ITI
ARUN	BA HISTORY	SIVARAJA PILLAI MEMORIAL PRIVATE ITI, PARAVOOR, KOLLAM.	PSC COACHING
VIGNESH	BA HISTORY	G-TECH COMPUTER CENTRE, KOTTIYAM, KOLLAM	COMPUTER COURSE
SREENARAYANAN	BA HISTORY	SREE NARAYANA COLLEGE, KOLLAM	MA HISTORY

RAGLR	BA HISTORY	INDIRA GANDHI NATIONAL OPEN UNIVERSITY, NEW DELHI	MA HISTORY
PRIYA	BA HISTORY	INDIRA GANDHI NATIONAL OPEN UNIVERSITY, NEW DELHI	MA HISTORY
NOUFIYA N	BA HISTORY	C.F.TTI AND L.P.S, KOTTIYAM, KOLLAM	DELED (TTC)
MUHSINA	BA HISTORY	SMART ACADEMY, SN COLLEGE JUNCTION, KOLLAM	PSC COACHING
ATHULYA B	BA HISTORY	C.F.TTI AND L.P.S, KOTTIYAM, KOLLAM	DELED (TTC)
AISWARYA.N.S	BA HISTORY	NATIONAL SKILL TRAINING INSTITUTE, TRIVANDRUM	ITI
ANUSREE	BA HISTORY	C.F.TTI AND L.P.S, KOTTIYAM, KOLLAM	DELED (TTC)
SUNEETHI	BA HISTORY	JAI BHARATH ARTS AND SCIENCE COLLEGE AFFILIATED TO MG UNIVERSITY	MSW
ARDRA	BA HISTORY	G-TECH COMPUTER CENTRE, KOTTIYAM, KOLLAM	COMPUTER COURSE
PUNYA	BA HISTORY	LOURDES MATHA INSTITUTE OF HOTEL MANAGEMENT , TRIVANDRUM.	HOTEL MANAGEMENT
KRISHNAMOL	BA HISTORY	GOVT.ITI (WOMEN) KAZHAKUTTOM	ITI
GREESHMA	BA HISTORY	WHITE MEMORIAL COLLEGE OF ARTS AND SCIENCE, PANACHAMOODU, TRIVANDRUM	BLISc
ANJANA SUNIL	BCOM	G-TEC COMPUTER EDUCATION , ATTINGAL	DIFA SPL24
BIBIN.P.	BCOM	CO-OPERATIVE TRAINING COLLEGE,AVANOR,KOTTARAKARA	JUNIOR DIPLOMA IN CO-OPERATON
MUHAMMED YASEEN.S.	BCOM	INDIAN INSTITUTE OF COMMERCE,LAKSHYA.ERNAKULAM	CA
AL ARIF	BCOM	MUSLIM EDUCATIONAL TRUST FOR COASTAL AREA,METCA LAND,CHAVARCODE	MBA
GANGA B	BCOM	FINPROV,2nd FLOOR, A. NARAYANAN SHOPPING COMPLEX, KOLLAM	PGDIFA {PG Diploma in Indian and Foreign Accounting}
PRAJANA DEVI.P.L.	BCOM	THE INSTITUTE OF CHARTERED ACCOUNTANTS OF INDIA,TVM	ICAI
AKHILA.T.	BCOM	ALL INDIA INSTITUTE FOR PROFESSIONAL EDUCATION &	AIIPETT {Advanced Diploma in human

		TECHNICAL TRAINING,TVM	reource development}
AMAL.M.	BCOM	FINPROV,2nd FLOOR, A. NARAYANAN SHOPPING COMPLEX, KOLLAM	PGDIFA {PG Diploma in Indian and Foreign Accounting}
SREELEKSHMI.P.S.	BCOM	DIET,KOLLAM .KOTTARAKARA	D.EL.Ed
GAYATHRI.M.	BCOM	FINPROV,2nd FLOOR, A. NARAYANAN SHOPPING COMPLEX, KOLLAM	PGDIFA {PG Diploma in Indian and Foreign Accounting}
CHANDHINI.M.S.	BCOM	GOVERNMENT COLLEGE, ATTINGAL	MCOM
MALU.M.S.	BCOM	SREE NARYANA COLELGE, CHATHANNUR	MCOM
GREESHMA.S.	BCOM	IAT PROFESSIONAL CAMPUS,IAT BHAVAN,NEAR MAHAGANAPATHY TEMPLE,KOTTARAKARA	CMA COURSE
SREEJITH.S.	BCOM	THE INSTITUTE OF CHARTERED ACCOUNTANTS OF INDIA,TVM	ICAI
ANAKHA.R.	BCOM	FINPROV,2nd FLOOR, A. NARAYANAN SHOPPING COMPLEX, KOLLAM	PGDIFA {PG Diploma in Indian and Foreign Accounting}
SREE LEKSHMI.S.	BCOM	KUMBALATHU SANKUPILLAI MEMORIAL,DEVASWOM COLLEGE	MCOM
VAISHNAV.B.S.	BCOM	INSTITUTE OF LOGISITICS,ERNAKULAM	LOGISTICS
RAHUL.S.	BCOM	INSTITUTE OF LOGISITICS,ERNAKULAM	LOGISTICS
GEETHU.S.	BCOM	DIGITAL TRAINEE, TC 26/871,INSIGHT BULDIING, BEHIND BANK OF MAHARAISTRA,NEAR BAKERY JN,THYCAUD P.O.,TVM	DIGITAL TRAINEE
KHADEEJA BASHA	BCOM	ADHI INSTITUTE,TVM	LOGISTICS MANAGEMENT
APARNA.V.SAJI	BCOM	BASELIOS CENTRE OF MANAGEMENT STUDIES	MBA
AKASH	BCOM	SREE NARAYANA COLLEGE VARKALA	BA ECONOMICS
MIKITHA.M.	BCOM	AIPET	ADVANCED DIPLOMA IN HUMAN RESOURCE

			DEVELOPMENT
SHILPA.D.M.	BCOM	VERANDA RACE,TVM	BANK COACHING
NUSMI.N.	BCOM	INSTITUTE OF LOGISTICS,ERNAKULAM	LOGISTICS
ATHIRA.B.	BCOM	SREE NARAYANA COLLEGE,CHATHANNUR	MCOM
MAHITHAN.V	BSC INDUSTRIAL CHEMISTRY	SREE NARAYANA COLLEGE,CHATHANNUR	MSC CHEMISTRY
MAHITHA S MURALI	BSC INDUSTRIAL CHEMISTRY	SREE NARAYANA COLLEGE, CHEPAZHANTHY	MSC CHEMISTRY
ARCHANA DAS.S	BSC INDUSTRIAL CHEMISTRY	SREE NARAYANA COLLEGE,CHATHANNUR	MSC CHEMISTRY
ABHISHEK ANIL	BSC MATHEMATICS	TALENT ACADEMY, MUNCIPAL BUILDING, KOLLAM	PSC COACHING
ABIN VARGHESE	BSC MATHEMATICS	DOTS ACADEMT, CHAMKKADA, KOLLAM	PSC COACHING
ASWATHI.S	BSC MATHEMATICS	BERF COLLEGE, JAWAHAR JUNCTION, KOLLAM	HOSPITAL ADMINISTRATION
HAJERA SHAJAHAN	BSC MATHEMATICS	SREE NARAYANA COLLEGE, KOLLAM	MSC MATHEMATICS
NANDANA S.L	BSC MATHEMATICS	ST.JOSEPH'S COLLEGE, KOZHIKODE	MSC STATISTICS
PRAJEESH PRATHAP	BSC MATHEMATICS	SREE NARAYANA COLLEGE, PUNALUR	MSC MATHEMATICS
SHIBINA.S	BSC MATHEMATICS	CL EDUCATE, 3rd FLOOR, KADAPPAKADA, KOLLAM	SSC COACHING
SREELEKSMI.R.S	BSC MATHEMATICS	DISHA ACADEMY, GANDHARI AMMAN KOVIL LANE, THAMPANOR, TRIVANDRUM	SSC COACHING
ABHIRAMI.S	BSC MATHEMATICS	BERF COLLEGE, JAWAHAR JUNCTION, KOLLAM	HOSPITAL ADMINISTRATION
ANUPAMA S.R	BSC MATHEMATICS	SREE NARAYANA COLLEGE, CHATHANNUR	MSC MATHEMATICS
BEEMA.S	BSC MATHEMATICS	SREE NARAYANA COLLEGE, PUNALUR	MSC MATHEMATICS
DARSANA.S	BSC MATHEMATICS	TECHNO BHARATHI COLLEGE OF MANAGEMENT STUDIES, PALARIVATTOM, ERNAKULAM	MCA
DONA S JAMES	BSC MATHEMATICS	FATHIMA MATA COLLEGE, KOLLAM	MSC MATHEMATICS

HARIMURALI M.A	BSC MATHEMATICS	DISHA ACADEMY, GANDHARI AMMAN KOVIL LANE, THAMPANOR, TRIVANDRUM	SSC COACHING
NANDANA	BSC MATHEMATICS	KARMA ACADEMY,NANDANAM ARCADE, OLAYIL, KOLLAM	SSC COACHING
AKHILA.S	MSC MATHEMATICS	SREE NARAYANA GURU KRIPA COLLEGE, POTHENCODE, TRIVANDRUM	B.ED
ANJALI.S	MSC MATHEMATICS	HANEEFA KUNJU MEMORIAL COLLEGE OF EDUCATION, UMAYALLOOR,KOLLAM	B.ED
ANJANA B PRASAD	MSC MATHEMATICS	METCA INSTITUTE OF TEACHER EDUCATION, CHAVARCODE, PALAYAMKUNNU.	B.ED
ANSEELA MOL	MSC MATHEMATICS	DOTS ACADEMT, CHAMKKADA, KOLLAM	PSC COACHING
ANSU S	MSC MATHEMATICS	VERANDA RACE,THIRUVANANTHAPURAM	BANK COACHING
ANUSHA N S	MSC MATHEMATICS	CO-OPERATIVE TRAINING COLLEGE,THIRUVANANTHAPURAM	HDC
ATHIRA.R	MSC MATHEMATICS	BASELIOS MARTHOMA MATHEWS II TRAINING COLLEGE, KOTTARAKARA	B.ED
ATHULYA.S.S	MSC MATHEMATICS	SREE NARAYANA GURU KRIPA COLLEGE, POTHENCODE, TRIVANDRUM	B.ED
KEERTHI A S	MSC MATHEMATICS	COMPASS ACADEMY OF BAKING STUDIES, KOCHI	BANK COACHING
MEGHA M LAL	MSC MATHEMATICS	CO-OPERATIVE TRAINING COLLEGE THIRUVANANTHAPURAM	HDC
SANGEETHA DASSAN	MSC MATHEMATICS	CL EDUCATE, 3rd FLOOR, KADAPPAKADA, KOLLAM	BANK COACHING
SREELAKSHMI M S	MSC MATHEMATICS	SREE NARAYANA TRAINING COLLEGE, VARKALA	B.ED
SRUTHY	MSC MATHEMATICS	DOTS ACADEMT, CHAMKKADA, KOLLAM	PSC COACHING
VEENA	MSC MATHEMATICS	CL EDUCATE, 3rd FLOOR, KADAPPAKADA, KOLLAM	DATA SCIENCE
VIDHYA SHAJI	MSC MATHEMATICS	SMART ACADEMY, SN COLLEGE JUNCTION, KOLLAM	PSC COACHING



## 7. Placements

A key Program Outcome is ensuring students' employability upon the successful completion of their degree program. The college boasts an active and dynamic Placement Cell that meets the recruitment needs of companies across various sectors.

Name of student placed and contact details	Program graduated from	Name of the employer with contact details
SRUTHY M 9497829936	MSC MATHEMATICS	GUEST LECTURER SREE NARAYANA COLLEGE CHATHANNUR
KEERTHANA MOHAN 7034414543	MSC MATHEMATICS	GUEST LECTURER SREE NARAYANA COLLEGE CHATHANNUR
THRISARA V PRASAD 7561872337	MSC MATHEMATICS	GUEST LECTURER SREE NARAYANA COLLEGE CHATHANNUR
ANKITHA P 9744304914	MSC MATHEMATICS	GUEST LECTURER SREE NARAYANA COLLEGE CHATHANNUR
PARVATHY I 9496757929	MSC MATHEMATICS	APPRENTICE DEVELOPMENT OFFICER LIFE INURANCE CORPORATION OF INDIA, CHENNAI

PREJITH 9072733221	MSC MATHEMATICS	NURSING ASSISTANT, INDIAN ARMY LUCKNOW,UP
BIJI.M 7994569659	M.COM	CASHIER MUTHOOT AUTOMOBILE SOLUTION
PRANOY A KUMAR 7994225745	M.COM	ACCOUNTS EXECUTIVE INCHEON MOTORS PVT LTD
AMAL.D	M.COM	POLICE CONSTABLE KERALA POLICE
MIDHUN GOPAL 7356204205	M.COM	ACCOUNTS EXECUTIVE INCHEON MOTORS PVT LTD
GOPIKRISHNAN.R 9656017837	BSC MATHEMATICS	CLERK SCHEDULED TRIBE DEVELOPMENT DEPARTMENT, KOLLAM
SREEJISH S S 7356079585	BSC MATHEMATICS	ASSISTANT MANAGER KERALA GRAMIN BANK
SREYAS 9895946867	BSC MATHEMATICS	HEALTH CARE ASSISTANT WHITSTABLE NURSING HOME U.K
VYSHNAV 6282310439	BSC MATHEMATICS	SAFETY OFFICER HADI HAMAD AL HAMMAM MARINE SERVICES CO
AMAL.M.S 9526447705	BSC MATHEMATICS	SUPERVISOR TRAINEE ARC ENGINEERING & INSPECTION SERVICES
J. VISHNU PRAKASH 8921450262	BSC MATHEMATICS	BUSINESS EXECUTIVE ALEMBIC PHARMACEUTICALS LTD

NAYANA JOY 9746543708	BSC MATHEMATICS	PRIMARY TEACHER GLOBAL ENGLISH SCHOOL AL AIN
ATHIRA.V.S 7306898359	BSC MATHEMATICS	GDS ABPM DAK SEVAK , KONNACKAMALI KATTAPANA
SRUTHY DEVAN 8281061412	BSC MATHEMATICS	WOMEN ASSISTANT PRISION OFFICER DISTRICT JAIL, KOZHIKODE
KAMARUNIZA S	BSC INDUSTRIAL CHEMISTRY	CERTIFIED TRAINER G-TEC ACADEMY
MANEESHA U 9745223868	BSC INDUSTRIAL CHEMISTRY	BUSINESS DEVELOPMENT EXECUTIVE INFO APPS CALICUT, KERALA
SREELEKSHMI V 8606967147	BA HISTORY	GUEST RELATION EXECUTIVE ROYAL HEALTH CARE KOLLAM
SHIBIN S 9567122939	BA HISTORY	ASSISTANT DRILLING OPERATOR PERFECT DRILLING ENGINEERING SERVICE UAE
ROSHIN SHAJI 8921530095	BA HISTORY	SERVICE PROVIDER PETROL PUMP NAYIRA PUTHENKULAM
SURYA M S 9778545086	BA HISTORY	BEAITICIAN, AMAZE BEAUTY PARLOUR OONINMOODU
VINITHA V T 9037586832	BA HISTORY	BEAUTICIAN TRAINEE DORA BEAUTY PARLOUR

		ATTINGAL
NIKHIL J S 9895250559	BA HISTORY	CATERING WORK
SREENARAYANAN J S 8129204987	BA HISTORY	SERVICE PROVIDER PETROL PUMP KOTTIYAM
SREEKUTTY S 9567957530	BA HISTORY	BEAUTICIAN TRAINEE FAIR BEAUTY PARLOUR TVM
SILPA P S 9037581759	BA HISTORY	TAILOR
KRISHNA ASOKAN 9656978510	BA HISTORY	FASHION DESIGNER MANKULAM BRIDAL MAKEOVER POTHENCODE
ARUN P S 9544534003	BA HISTORY	CATERING WORK
REVATHY K S 8590737064	BA HISTORY	CRAFT WORK
GOPIKA B 9947202716	BA HISTORY	DTP WORK, AMBADI CHATHANNUR
ATHITHYA KRISHNAN U 7994931530	B.COM	SALES TRAINEE GENERAL MILLS
HASITHA HARIDAS 7994133935	B.COM	ACCOUNTANT AXIS ASSET MANAGEMENT CHENNAI
SREEJESH S 9048128051	B.COM	SALES TRAINEE POLY CAB KERALA

AROMAL S BIJU 7025183189	B.COM	BUSINESS DEVELOPMENT MANAGER METCON METROLLA STEELS PVT LTD COCHIN, KERALA
JEEN GEORGE 9745211381	B.COM	MANAGEMENT TRAINEE BRANCH HEAD INDUSIND BANK
FATHIMA NOUSHAD	MSC CHEMISTRY	RESEARCH ASSISTANT SREE NARAYANA COLLEGE FOR WOMEN, KOLLAM

#### **8. Evaluation of Certificate course**

Sree Narayana College, Chathannur, goes beyond the university-prescribed curriculum by offering students a variety of optional add-on courses. These include certificate programs in Chemistry, Commerce, History, B.Com, Mathematics, Spoken English, and more. Details of all certificate courses are available on our official website.

## **9. Feedback Evaluation:**

The institution gathers feedback from students, alumni, and teachers as a critical method to evaluate the attainment of program, subject, course, and syllabus outcomes, as well as to assess the effectiveness of the teaching-learning process. A systematic procedure is in place to uphold the high standards of the college. For this purpose, a dedicated feedback committee has been established to collect, analyze, and provide recommendations to relevant bodies.

Alumni feedback is collected annually and is considered a valuable resource for evaluating academic programs and student services. This feedback provides key insights into teaching effectiveness, infrastructure, lab facilities, co-curricular and extension activities, library services, faculty-student relationships, environmental factors, and the overall campus experience. Alumni feedback plays a vital role in shaping strategic development policies and improving system accountability. All feedback details are available on the official website: <https://sncchathannur.ac.in/feedback/>.

Most students expressed overall satisfaction with the curriculum designed for their studies. Based on their feedback, departments have organized webinars addressing the suggested topics. To enhance job readiness and subject knowledge, the college introduced new skill-based diploma and certificate courses. Additionally, in response to concerns raised about the mathematics syllabus, the university invited mathematics faculty from the college to participate in the academic council. The college is now anticipating appropriate action from the university to address these concerns.

**SREE NARAYANA COLLEGE CHATHANNUR CURRICULUM  
STUDENT FEEDBACK ANALYSIS 2023-2024**

Feedback about curriculum and teaching by the major stakeholders- Students were recorded by the IQAC to make effective analysis for the academic year 2023-24. The following questionnaire was given for feedback:

Sl.No	Questions	1	2	3	4	5
1)	The syllabus is /was challenging		✓			
2)	The allocation of the credits to the course is appropriate in relation to the level of course work.	✓				
3)	The depth of the course content is adequate in relation to the expected Course Outcomes (COs).		✓			
4)	Almost entire syllabus was covered in the class by the teacher.					✓
5)	The units/sections in the syllabus are properly sequenced.				✓	
6)	Syllabus equipped me with necessary technical skills to face the industry.		✓			
7)	The syllabus enabled me to improve my ability to formulate, analyse and solve problems.		✓			
8)	Syllabus inculcated necessary ethical values and concern for the society.		✓			
9)	Sufficient number of prescribed books and reference materials are available in the Library.		✓			
10)	The internal evaluation system as it exists regarding syllabus is effective.				✓	
11)	Syllabus having updated content.		✓			
12)	Programmes outcomes of the syllabi are well defined.			✓		
13)	Need to include skill-based content in current syllabus.					✓
14)	Curriculum helping in developing your personality.				✓	
15)	The syllabus has good balance between theory and application.	✓				

	Curriculum has prospects for higher education/ employability.			✓		
17)	The curriculum gives scope for internship/ training/ research.		✓			
18)	Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching.					✓
19)	Electives offered are supportive to the core papers				✓	
20)	Equal weightage is given to theory and practical course content.		✓			

State your suggestions, if any: -----

  
Signature





**SREE NARYANA COLLEGE, CHATHANNUR**  
**Affiliated to University of Kerala, TVM**  
**NAAC Re-Accredited with 'A' Grade**  
**IQAC STUDENTS FEEDBACK ON CURRICULUM**

Department : B History

Degree : B.A

Year : First

Please give your valuable feedback on curriculum to improve quality of the programme. Select your ranking on the scale of 1 to 5 for each of the following parameters.

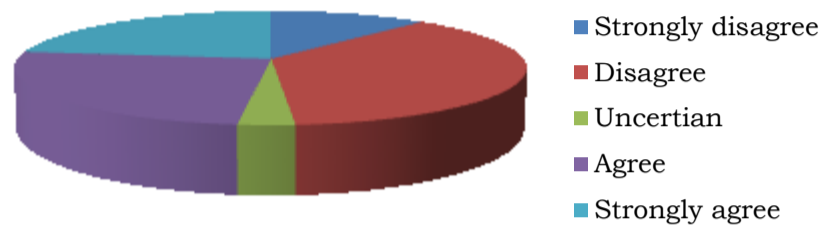
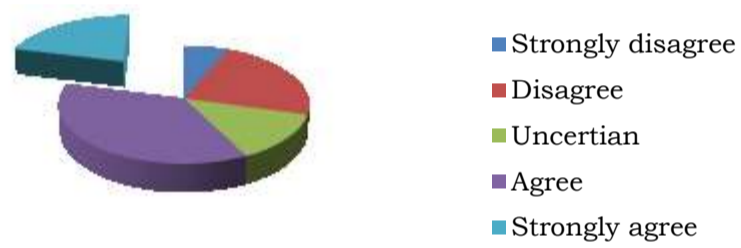
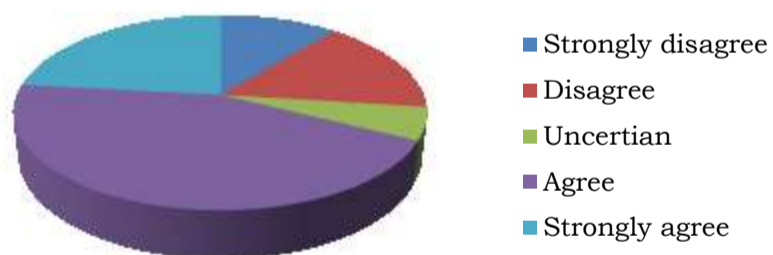
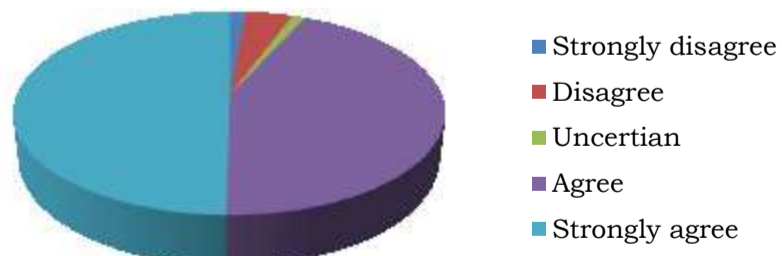
(1-Strongly disagree, 2- Disagree, 3- Uncertain, 4- Agree, 5- Strongly agree)

Sl.No	Questions	1	2	3	4	5
1)	The syllabus is /was challenging					✓
2)	The allocation of the credits to the course is appropriate in relation to the level of course work.					
3)	The depth of the course content is adequate in relation to the expected Course Outcomes (COs).			✓		
4)	Almost entire syllabus was covered in the class by the teacher.		✓			
5)	The units/sections in the syllabus are properly sequenced.					✓
6)	Syllabus equipped me with necessary technical skills to face the industry.			✓		
7)	The syllabus enabled me to improve my ability to formulate, analyse and solve problems.				✓	
8)	Syllabus inculcated necessary ethical values and concern for the society.				✓	
9)	Sufficient number of prescribed books and reference materials are available in the Library.					✓
10)	The internal evaluation system as it exists regarding syllabus is effective.				✓	
11)	Syllabus having updated content.					✓
12)	Programmes outcomes of the syllabi are well defined.				✓	
13)	Need to include skill-based content in current syllabus.					✓
14)	Curriculum helping in developing your personality.	✓				
15)	The syllabus has good balance between theory and application.			✓		

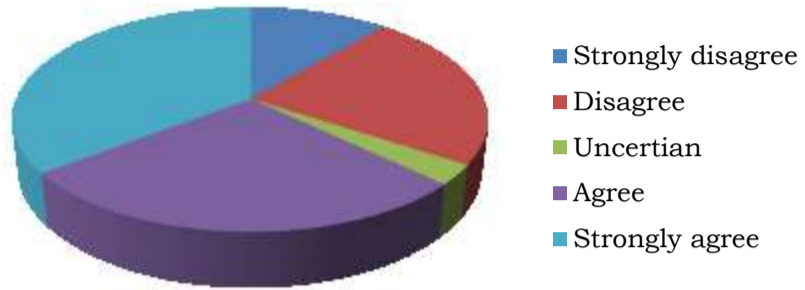
	Curriculum has prospects for higher education/employability.				✓	
17)	The curriculum gives scope for internship/ training/ research.				✓	
18)	Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching.			✓		
19)	Electives offered are supportive to the core papers				✓	
20)	Equal weightage is given to theory and practical course content.				✓	

State your suggestions, if any: നല്ലൊരു ബോധനം

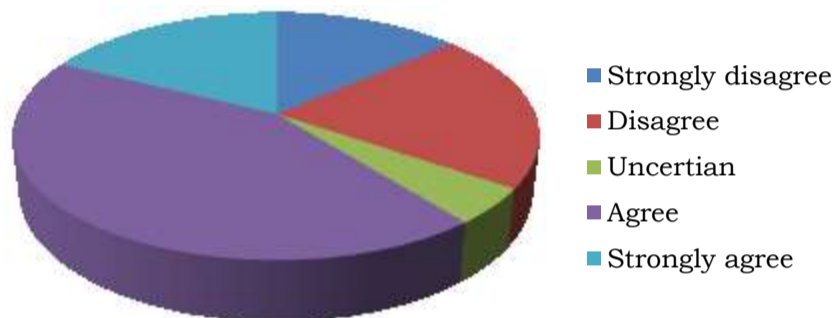
Aswin B  
Signature Aswin B

**FEEDBACK ANALYSIS:****Q1) The syllabus was challenging****Q2) The allocation of the credits to the course is appropriate in relation to the level of course work.****Q3) The depth of the course content is adequate in relation to the expected Course Outcomes (COs).****Q4) Almost entire syllabus was covered in the class by the teacher.**

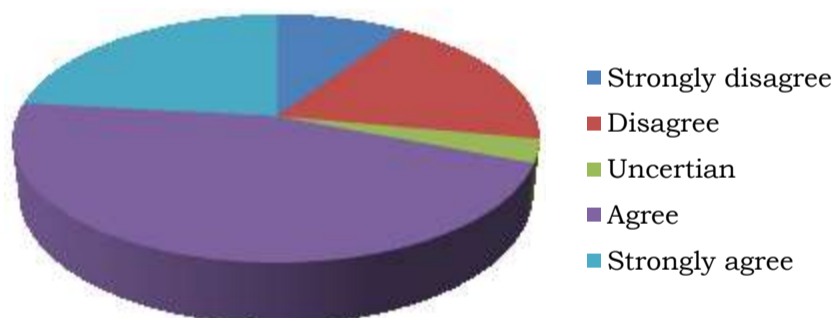
**Q5) The units/sections in the syllabus are properly sequenced.**



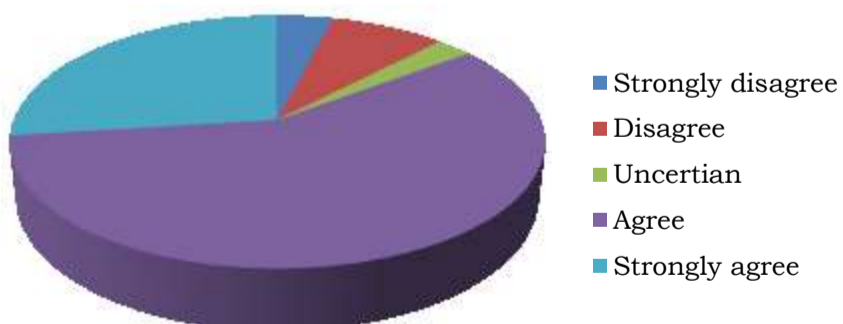
**Q6) Syllabus equipped me with necessary technical skills to face the industry.**



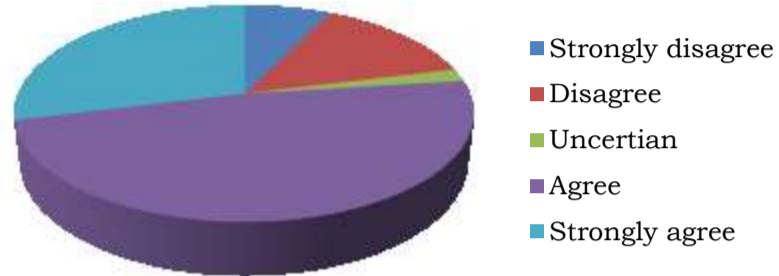
**Q7) The syllabus enabled me to improve my ability to formulate, analyse and solve problems.**



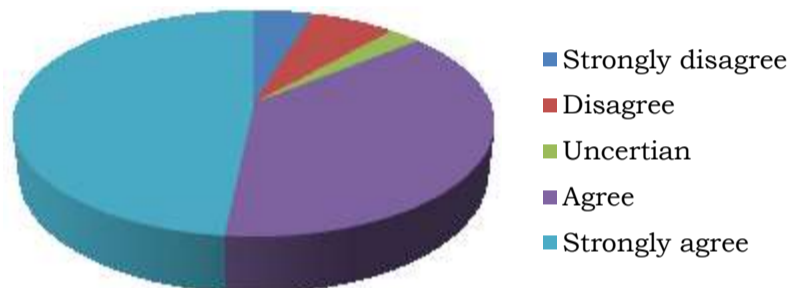
**Q8) Syllabus inculcated necessary ethical values and concern for the society.**



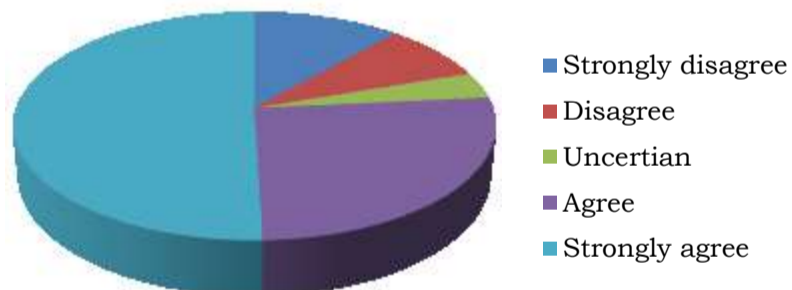
**Q9) Sufficient number of prescribed books and reference materials are available in the Library.**



**Q10) The internal evaluation system as it exists regarding syllabus is effective.**



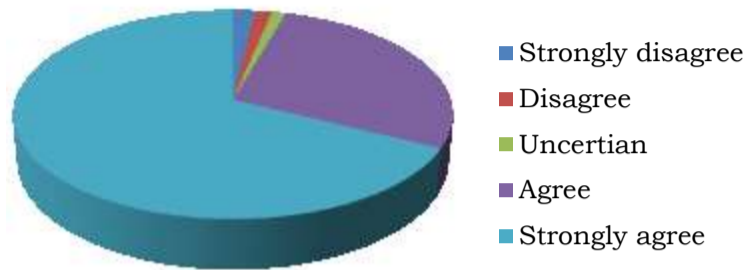
**Q11) Syllabus having updated content.**



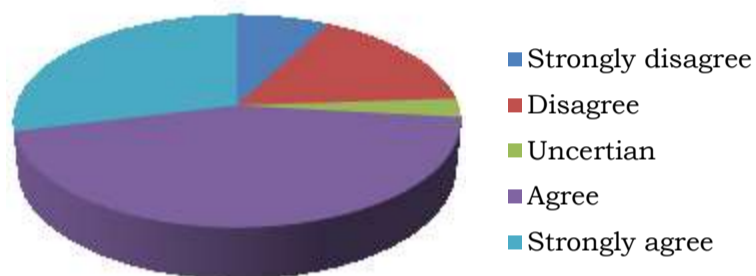
**Q12) Programmes outcomes of the syllabi are well defined.**



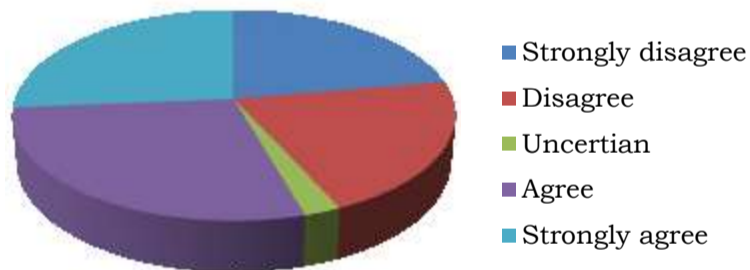
**Q13) Need to include skill-based content in current syllabus.**



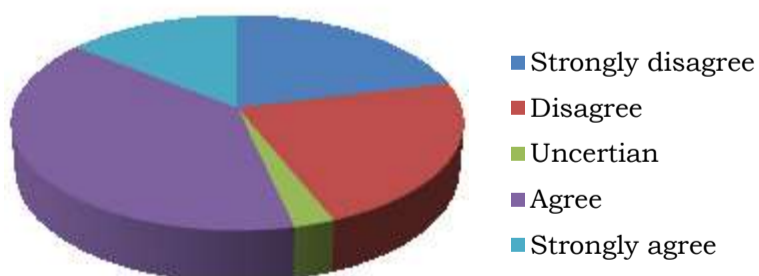
**Q14) Curriculum helping in developing your personality.**



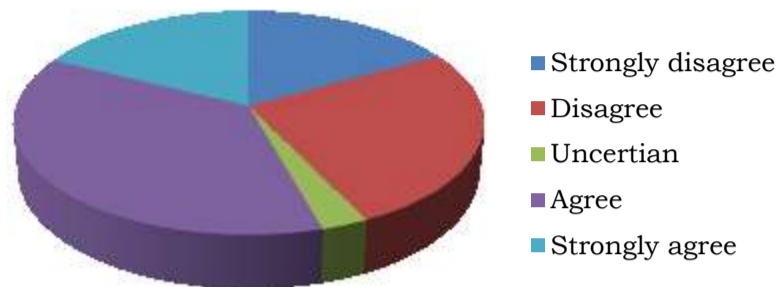
**Q15) The syllabus has good balance between theory and application.**



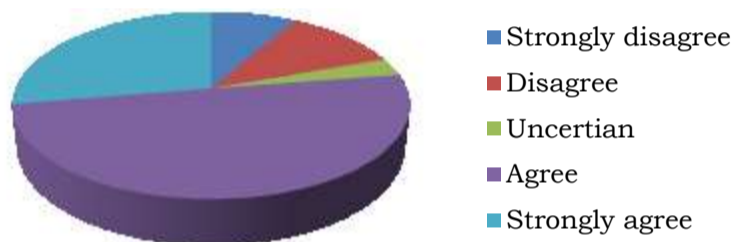
**Q16) Curriculum has prospects for higher education/ employability.**



**Q17) The curriculum gives scope for internship/ training/ research.**



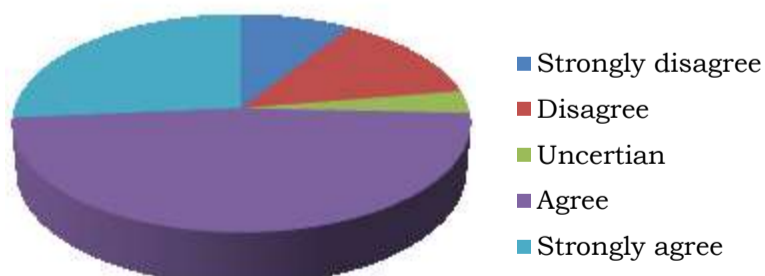
**Q18) Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching.**



**Q19) Electives offered are supportive to the core papers**



**Q20) Equal weightage is given to theory and practical course content.**



**KEY FINDINGS:**

- Syllabus Coverage: 77.5% of the students participated in the survey reported that teachers effectively covered the syllabus." (Question 4)."
- 2. Course Content Depth: 73.5% of students agreed that the depth of the course content was adequate (Question 3).
- 3. Internal Evaluation System: 70.2% of students agreed that the internal evaluation system was effective (Question 10).
- 4. Modern Teaching Aids: 68.5% of students agreed that modern teaching aids were used by most of the teachers (Question 18).
- 5. Electives Support Core Papers: 65.5% of students agreed that electives supported core papers (Question 19).

**AREAS FOR IMPROVEMENT:**

- Skill-based Content: 67.6% of students agreed that there was a need to include skill-based content in the current syllabus (Question 13).
- Balance between Theory and Application: 55.4% of students agreed that the syllabus had a good balance between theory and application (Question 15).
- Curriculum Prospects: 54.5% of students agreed that the curriculum had prospects for higher education/employability (Question 16).

**RECOMMENDATIONS:**

- "The college should emphasize the development of skill-based learning outcomes in its teaching and learning practices to enhance student employability and industry relevance."
- The college should focus on effective teaching and learning strategies to strike a balance between theoretical foundations and practical applications in the classroom."
- The college should foster strong industry connections and collaborations to provide students with opportunities for experiential learning, internships, and project-based learning.
- Continue to use modern teaching aids and technology to support teaching and learning.
- Monitor and evaluate the effectiveness of the internal evaluation system and make necessary improvements.





**SREE NARYANA COLLEGE, CHATHANNUR**  
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 NAAC Re-Accredited with 'A' Grade

**IQAC - TEACHERS FEEDBACK ON CURRICULUM**

Name of the Faculty: <u>Mahesh R</u>	Academic Year: <u>2023-2024</u>
Course Name: <u>Political Science</u>	Date of joining in service: <u>5/6/23</u>
E-mail ID: <u>Mahesh1998@gnuni.ac.in</u>	Contact Number: <u>9207556572</u>

Please give your valuable feedback on curriculum to improve quality of the programme. Select your ranking on the scale of 1 to 5 for each of the following parameters.  
 (1- Strongly disagree, 2- Disagree, 3- Uncertain, 4- Agree, 5- Strongly agree)

Sl.No	Questions	1	2	3	4	5
1)	The syllabus is /was challenging				✓	
2)	The allocation of the credits to the course is appropriate in relation to the level of course work.		✓			
3)	The depth of the course content is adequate in relation to the expected Course Outcomes (COs).		✓			
4)	Almost entire syllabus was covered in the class by the teacher.			✓		
5)	The units/sections in the syllabus are properly sequenced.	✓				
6)	Syllabus equipped me with necessary technical skills to face the industry.				✓	
7)	The syllabus enabled me to improve my ability to formulate, analyse and solve problems.				✓	
8)	Syllabus inculcated necessary ethical values and concern for the society.					✓
9)*	Sufficient number of prescribed books and reference materials are available in the Library.					✓
10)	The internal evaluation system as it exists regarding syllabus is effective.	✓				
11.	Syllabus having updated content.					✓
12.	Programmes outcomes of the syllabi are well defined.					✓
13.	Need to include skill-based content in current syllabus.				✓	
14.	Curriculum helping in developing your personality.				✓	

15.	The syllabus has good balance between theory and application.				✓	
16.	Curriculum has prospects for higher education/ employability.				✓	
17.	The curriculum gives scope for internship/ training/ research.		✓			
18.	Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while teaching.		✓			
19.	Electives offered are supportive to the core papers					
20.	Equal weightage is given to theory and practical course content.				✓	

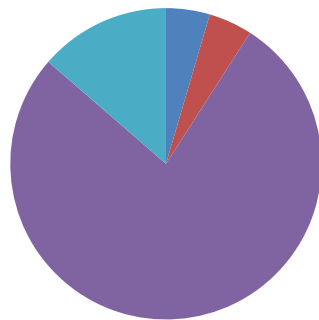
State your suggestions, if any:

~~Regulate~~ Need a good canteen

*Mub.*  
Signature

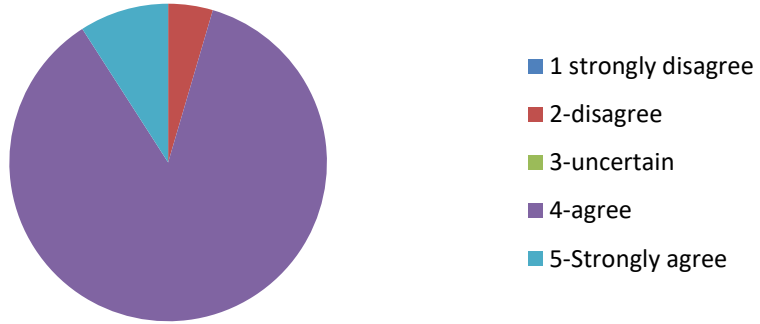
### FEEDBACK ANALYSIS:

#### 1) The syllabus is /was challenging

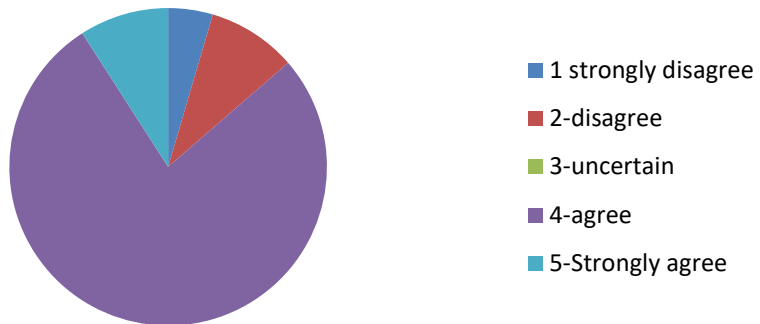


- 1 strongly disagree
- 2-disagree
- 3-uncertain
- 4-agree
- 5-Strongly agree

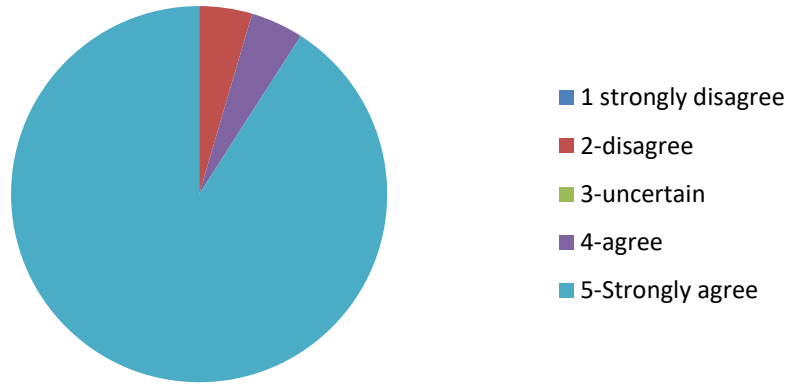
**2) The allocation of the credits to the course is appropriate in relation to the level of course work.**



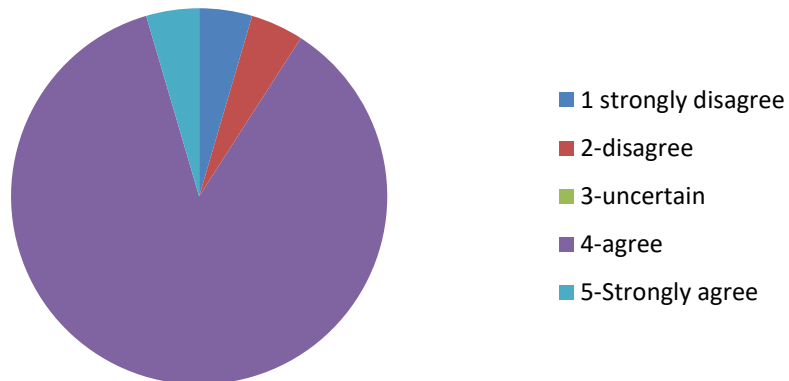
**3) The depth of the course content is adequate in relation to the expected Course Outcomes (COs).**



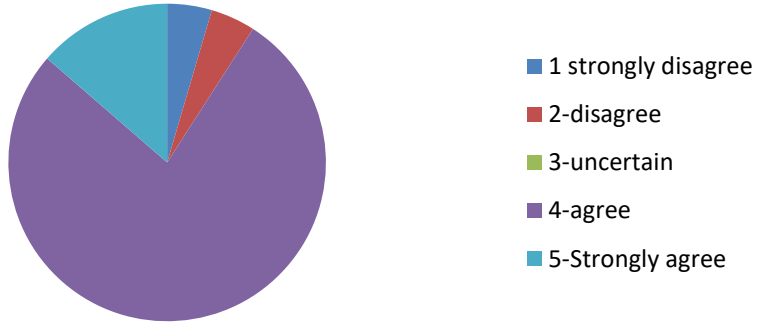
**4) Almost entire syllabus was covered in the class by the teacher.**



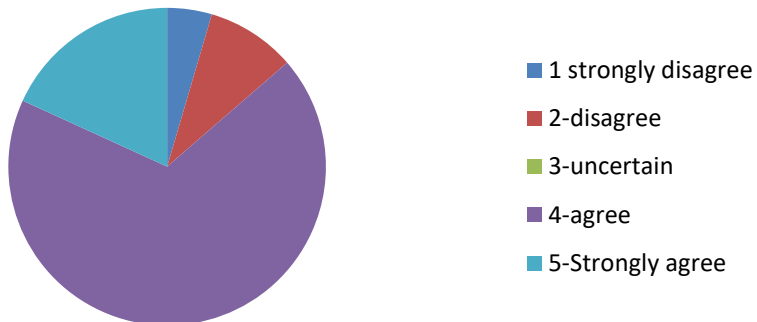
**5) The units/sections in the syllabus are properly sequenced.**



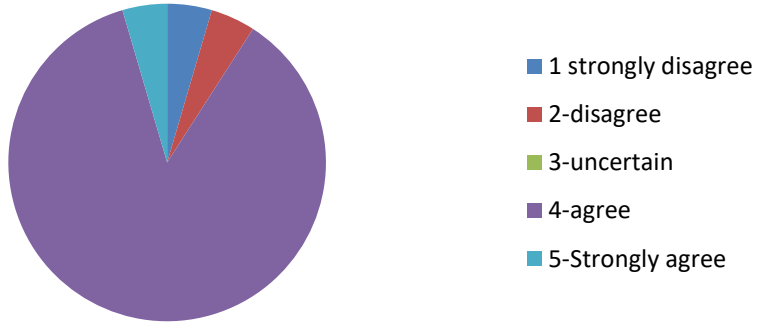
**6) Syllabus equipped me with necessary technical skills to face the industry.**



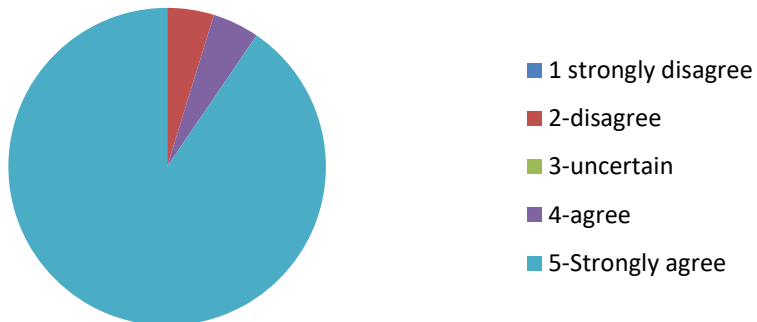
**7) The syllabus enabled me to improve my ability to formulate, analyse and solve problems.**



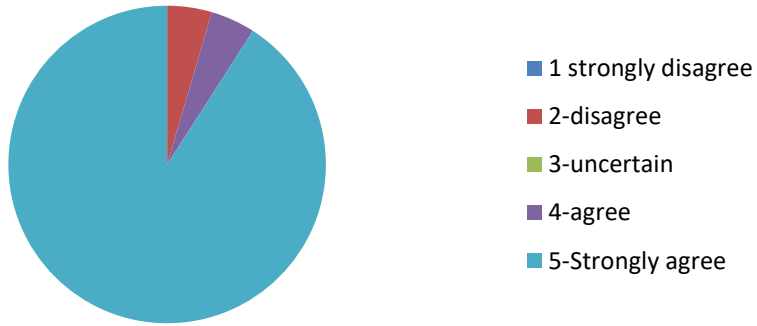
**8) Syllabus inculcated necessary ethical values and concern for the society.**



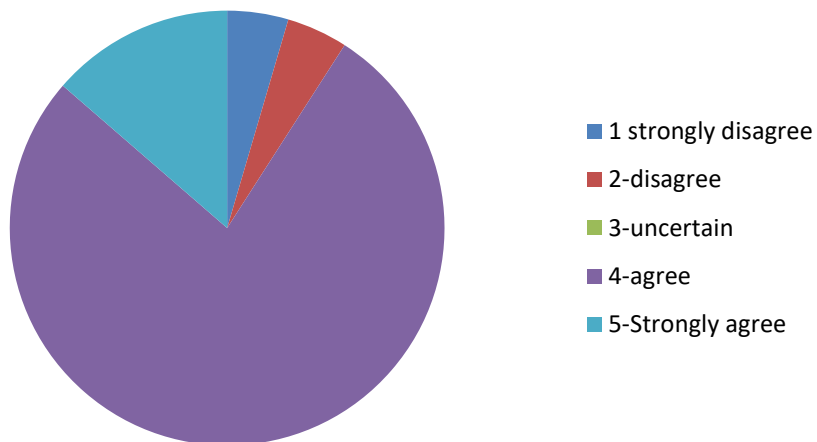
**9) Sufficient number of prescribed books and reference materials are available in the Library.**



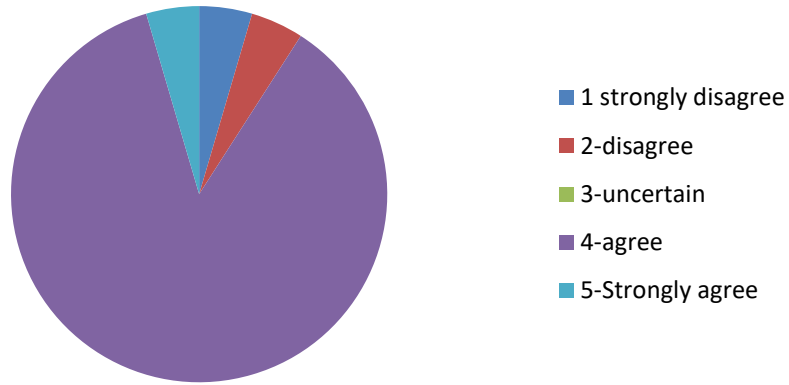
**10) The internal evaluation system as it exists regarding syllabus is effective.**



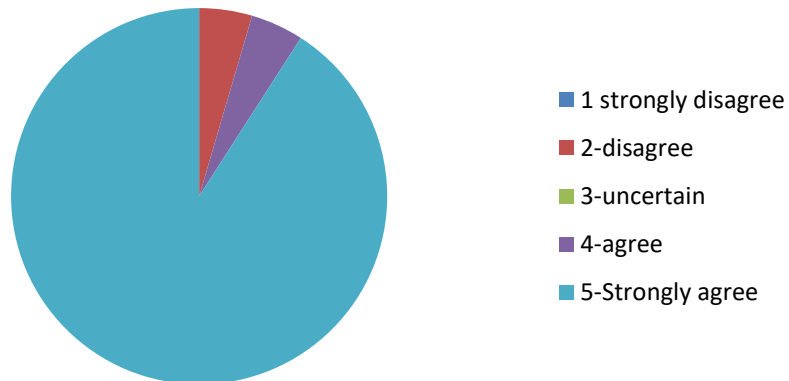
**11) Syllabus having updated content.**



### 12) Programmes outcomes of the syllabi are well defined.

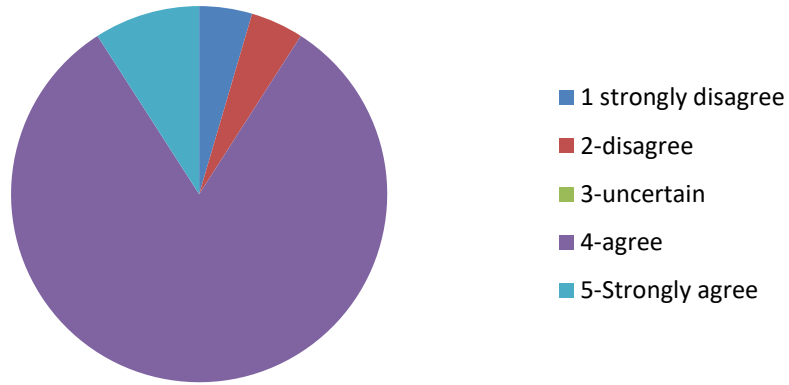


### 13 ) Need to include skill-based content in current syllabus.

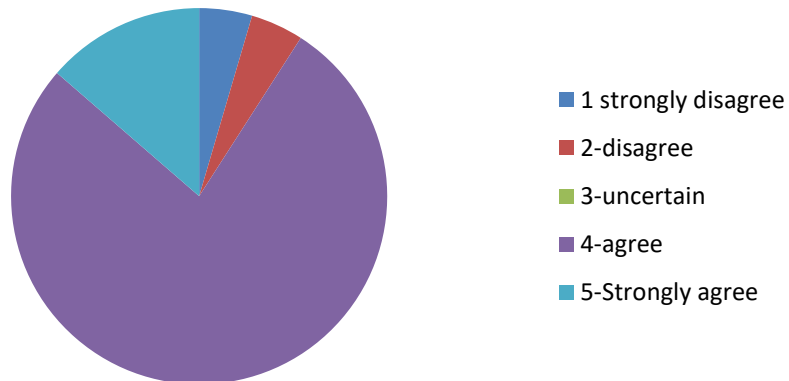




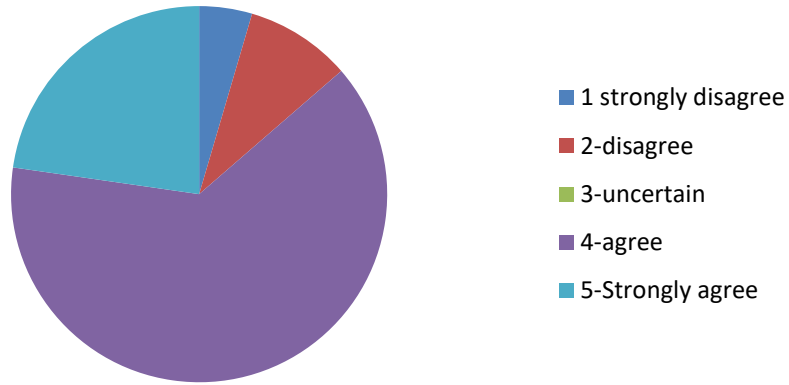
**14) Curriculum helping in developing your personality.**



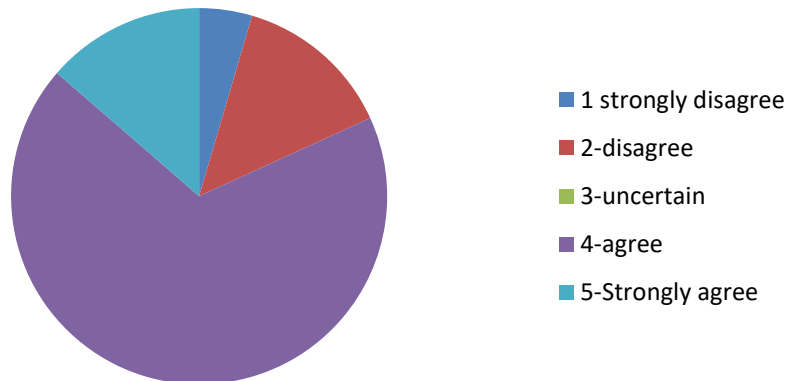
**15) The syllabus has good balance between theory and application.**



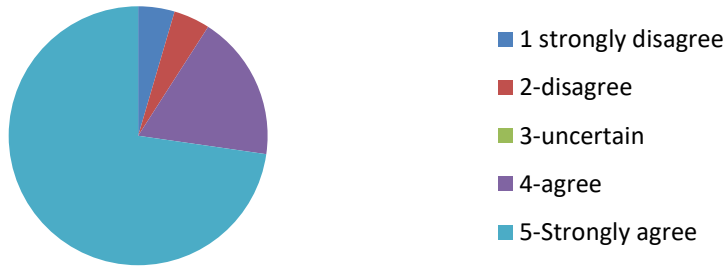
**16) Curriculum has prospects for higher education/ employability.**



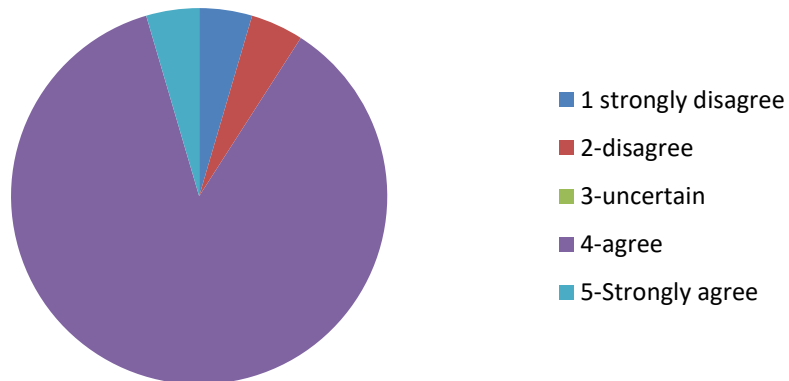
**17) The curriculum gives scope for internship/ training/ research.**



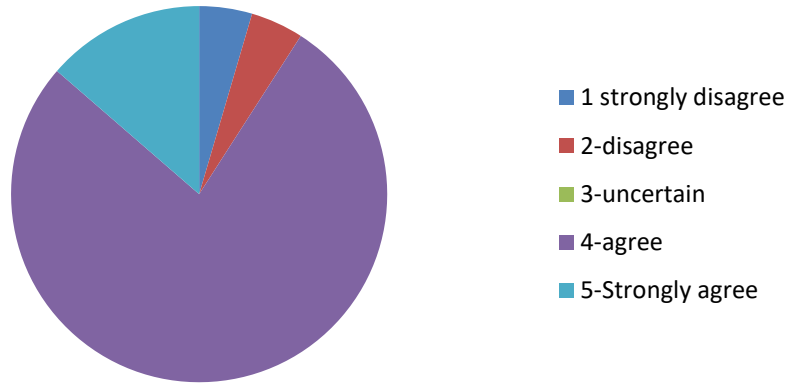
**18) Modern teaching aids, power point presentations, web-resources, multi-media, e-content etc. are used by most of the teachers while...**



**19) Electives offered are supportive to the core papers**



## 20) Equal weightage is given to theory and practical course content.



### KEY FINDINGS

1. Challenging Syllabus: 77% of teachers agreed that the syllabus is challenging, indicating that our curriculum is rigorous and demanding.
2. Credit Allocation: 86% of teachers agreed that the allocation of credits to the course is appropriate, suggesting that our curriculum is well-structured.
3. Course Content: 77% of teachers agreed that the depth of the course content is adequate, indicating that our curriculum provides sufficient coverage of topics.
4. Syllabus Coverage: 91% of teachers strongly agreed that almost the entire syllabus was covered in class, indicating that our teachers are effective in delivering the curriculum.
5. Sequencing of Units: 86% of teachers agreed that the units/sections in the syllabus are properly sequenced, suggesting that our curriculum is well-organized.
6. Technical Skills: 77% of teachers agreed that the syllabus equipped students with necessary technical skills to face the industry, indicating that our curriculum is relevant and practical.
7. Problem-Solving Skills: 68% of teachers agreed that the syllabus enabled students to improve their ability to formulate, analyze, and solve problems, indicating that our curriculum promotes critical thinking.
8. Ethical Values: 86% of teachers agreed that the syllabus inculcated necessary ethical values and concern for society, indicating that our curriculum promotes social responsibility.
9. Library Resources: 86% of teachers strongly agreed that sufficient numbers of prescribed books and reference materials are available in the library, indicating that our library resources are adequate.

10. Internal Evaluation: 91% of teachers strongly agreed that the internal evaluation system is effective, indicating that our assessment processes are robust.

11. Updated Content: 77% of teachers agreed that the syllabus has updated content, indicating that our curriculum is contemporary.

12. Program Outcomes: 86% of teachers agreed that the program outcomes are well-defined, indicating that our curriculum has clear goals and objectives.

13. Skill-Based Content: 91% of teachers strongly agreed that there is a need to include more skill-based content in the syllabus, indicating that our curriculum needs to be more industry-relevant.

14. Personality Development: 82% of teachers agreed that the curriculum helps in developing students' personalities, indicating that our curriculum promotes holistic development.

15. Theory and Application: 77% of teachers agreed that the syllabus has a good balance between theory and application, indicating that our curriculum is practical and relevant.

16. Employability: 63% of teachers agreed that the curriculum has prospects for higher education and employability, indicating that our curriculum prepares students for their future careers.

17. Internship and Training: 68% of teachers agreed that the curriculum provides opportunities for internship, training, and research, indicating that our curriculum provides hands-on experience.

18. Modern Teaching Aids: 72% of teachers strongly agreed that modern teaching aids are used effectively in the classroom, indicating that our teachers are using innovative methods to engage students.

19. Electives: 86% of teachers agreed that the electives offered are supportive of the core papers, indicating that our curriculum provides a well-rounded education.

20. Theory and Practical Balance: 77% of teachers agreed that there is an equal weightage given to theory and practical course content, indicating that our curriculum provides a balanced education.

### **AREAS FOR IMPROVEMENT**

1. Need for Skill-Based Content: 91% of teachers strongly agreed that there is a need to include skill-based content in the current syllabus, indicating that our curriculum needs to be more industry-relevant.

2. Updating Content: 77% of teachers agreed that the syllabus needs to be updated with modern content, indicating that our curriculum needs to be more contemporary.

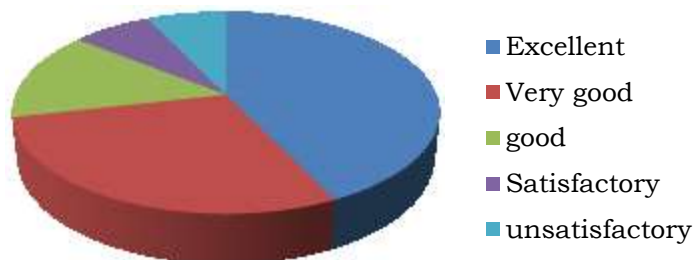
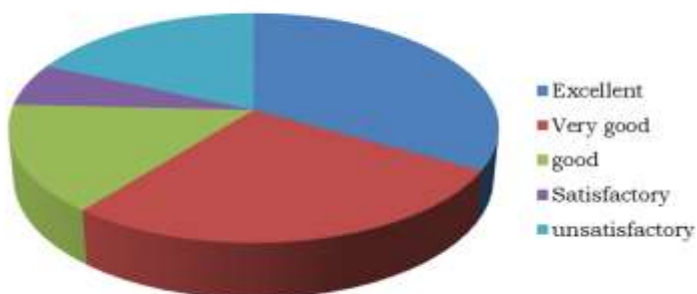
### ALUMNI FEEDBACK FORM

Name of the Alumni						
Contact No.						
Couse Studied						
Passing Year						
<b><i>Current Employment</i></b>						
Organization working						
Designation						
Joined Year						
Please give your overall assessment of our Institution. Please rate the following: 1Unsatisfactory (US), 2. Satisfactory(S), 3. Good(G), 4. Very Good (VG) 5. Excellent(E)						
Sl. No.	Details	<i>E</i>	<i>VG</i>	<i>G</i>	<i>S</i>	<i>US</i>
1.	Teaching & Learning Process					
2.	Faculty					
3.	Infrastructure & Lab facilities					
4.	Promotion of Extension activities					
5.	Promotion of co-curricular activities					
6.	Library Facility					
7.	Student's grievance redressal mechanism					
8.	Teacher-Student relationship					
9.	Environment					
10.	Overall campus experience					

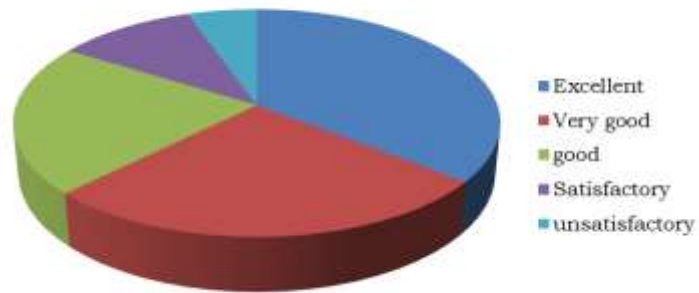
By seeking feedback on these critical components, we aimed to gauge our institution's performance, identify areas for improvement, and inform strategic decisions to enhance the overall quality of education and student experience.

**FEEDBACK ANALYSIS:**

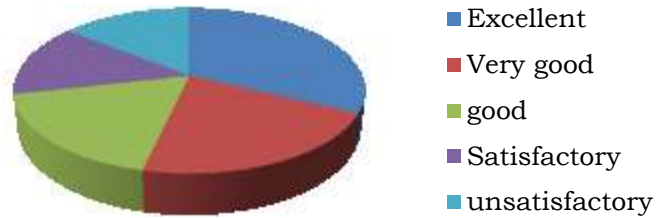
Sl.No	Question	Excellent	Very good	good	Satisfactory	unsatisfactory
1	Teaching & Learning Process	24	16	8	4	4
2	Faculty	22	18	10	4	12
3	Infrastructure & Lab facilities	20	15	12	6	3
4	Promotion of Extension activities	18	12	10	8	8
5	Promotion of co-curricular activities	15	10	12	10	9
6	Library Facility	22	14	8	6	6
7	Student's grievance redressal mechanism	18	12	10	8	8
8	Teacher-Student relationship	24	16	8	4	4
9	Environment	20	15	12	6	3
10	Overall campus experience	22	14	10	6	4

**1. Teaching & Learning Process****2. Faculty**

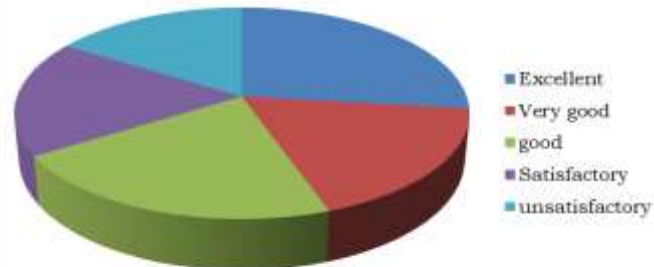
### 3. Infrastructure & Lab facilities



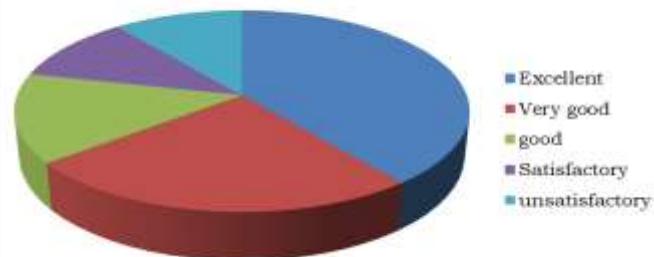
### 4. Promotion of Extension activities



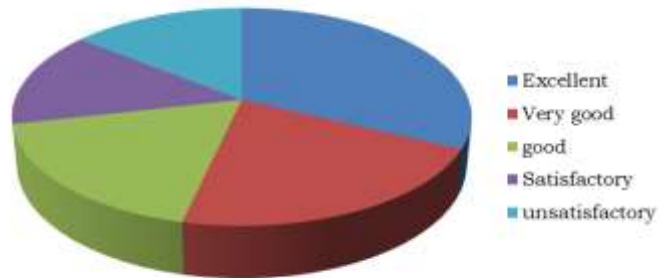
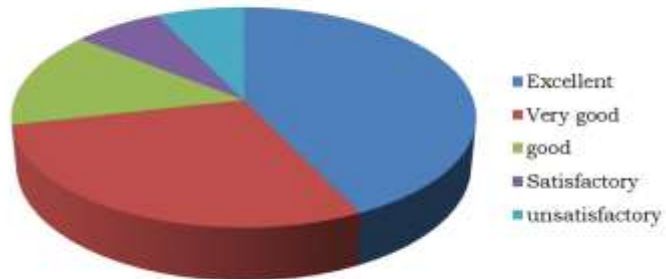
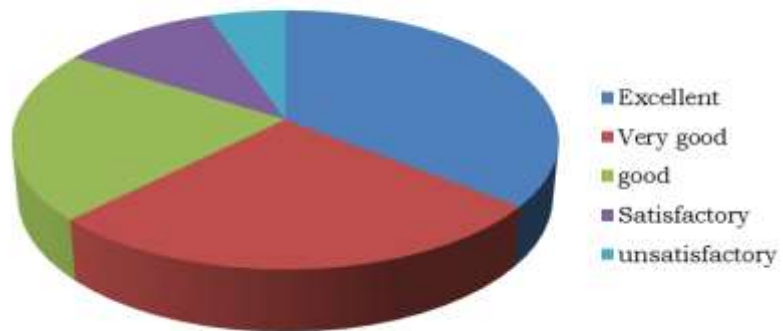
### 5. Promotion of cocurricular activities



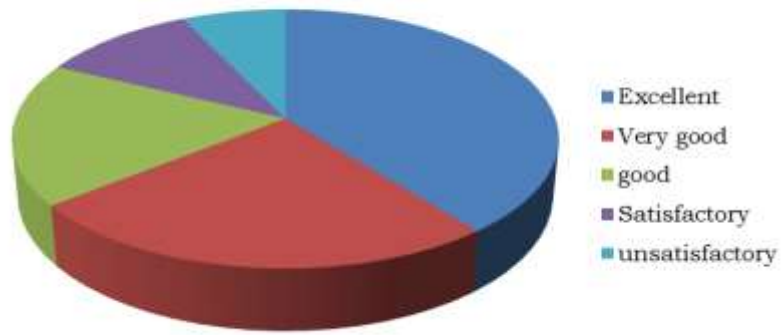
### 6. Library Facility

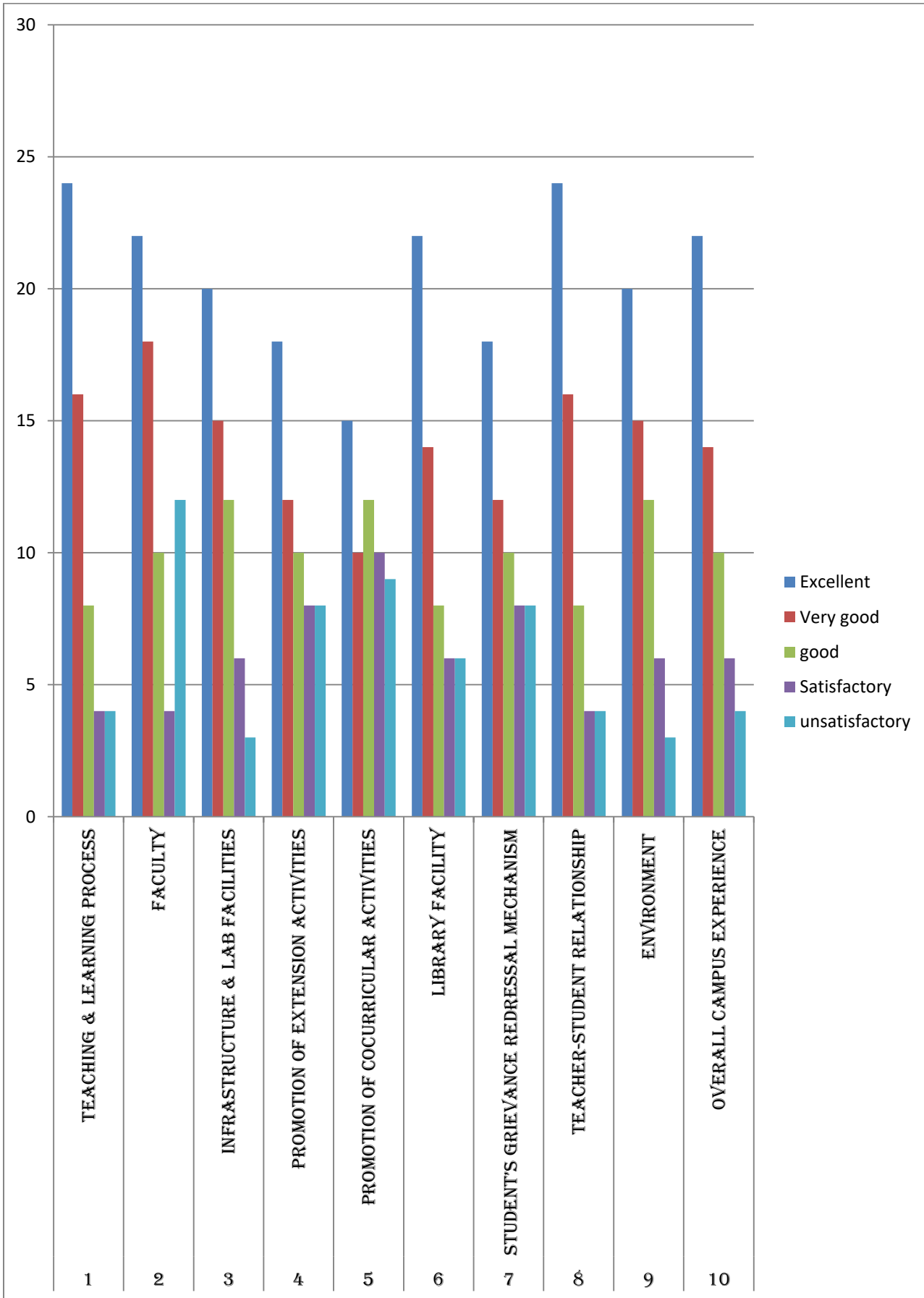




**7. Student's grievance redressal mechanism****8. Teacher-Student relationship****9. Environment**

**10. Overall campus experience**





## **KEY FINDINGS**

1. The overall assessment of the institution by the alumni members was overwhelmingly positive, with a majority rating the institution as "Excellent" (E) or "Very Good" (VG) in various aspects.
2. The top-rated areas were Teaching & Learning Process (42.9% Excellent), Teacher-Student relationship (42.9% Excellent), and Library Facility (39.3% Excellent).
3. The areas that required improvement were Promotion of Extension activities (14.3% Unsatisfactory), Promotion of cocurricular activities (16.1% Unsatisfactory), and Student's grievance redressal mechanism (14.3% Unsatisfactory).

## **AREAS OF IMPROVEMENT**

1. Promotion of Extension activities: The College should focus on promoting extension activities, such as community service, exhibitions, and research projects, to provide students with hands-on experience and exposure to real-world scenarios.
2. Promotion of co-curricular activities: The College should promote co-curricular activities like sports, cultural events, and clubs to foster overall student development and exploration of interests and talents.
3. Student's grievance redressal mechanism: To enhance student satisfaction and welfare, the existing Grievance Redressal mechanism should be strengthened and made more effective in addressing student concerns and complaints in a timely, transparent, and responsive manner.

## **ACTION TAKEN REPORT**

Based on the feedback received from the alumni members, the college has taken the following actions:

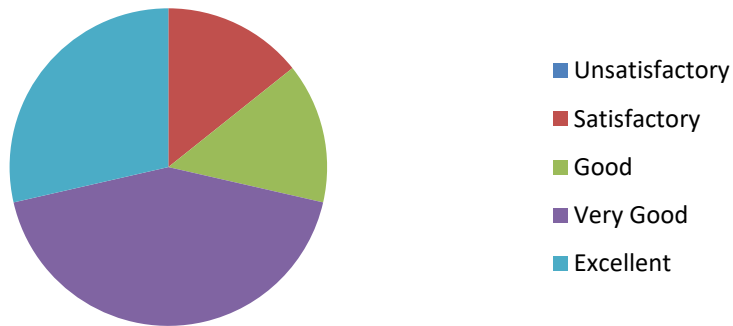
1. Promotion of Extension Activities: The College has taken initiatives to promote and coordinate extension activities, such as community service, Exhibitions, and research projects.
2. Enhanced Co-curricular Activities: The College has promoted co-curricular activities by providing additional platforms for student engagement, with ongoing initiatives encouraging widespread participation. Notably, our students have made a significant impact at the university youth festival, showcasing their talents in a diverse range of events, including classical dance, recitation, nadan paattu, vanchipaattu, and language recitations in Malayalam, English, and Hindi.

**EMPLOYEE FEEDBACK QUESTIONS:**

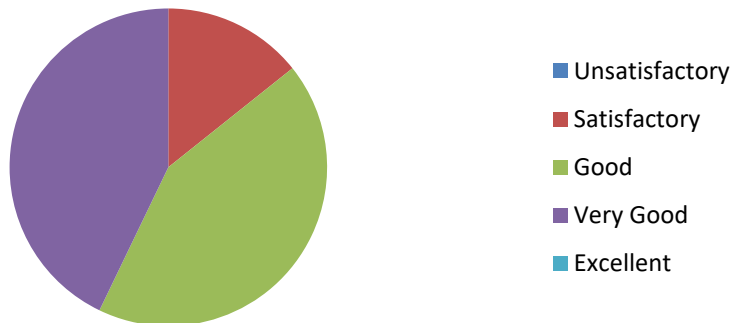
Sl.No	Questions
1)	How relevant is the current curriculum to the needs of the students and industry?
2)	How effective is the curriculum in achieving its stated objectives?
3)	How would you rate the support provided to faculty members in delivering the curriculum?
4)	Are the administrative and clerical processes in place sufficient to support the curriculum?
5)	How would you rate the assessment and evaluation processes in place for the curriculum?
6)	How do you rate the efficiency of assessment and evaluation methods in measuring student learning outcomes?
7)	How would you rate the communication between faculty members and administrative staff regarding curriculum matters?
8)	How would you rate the opportunities for administrative and clerical staff to provide input on curriculum development and review?
9)	How would you rate the overall quality of curriculum documentation and record-keeping?
10)	How would you rate the college's responsiveness to curriculum-related issues and concerns?

**FEEDBACK ANALYSIS:**

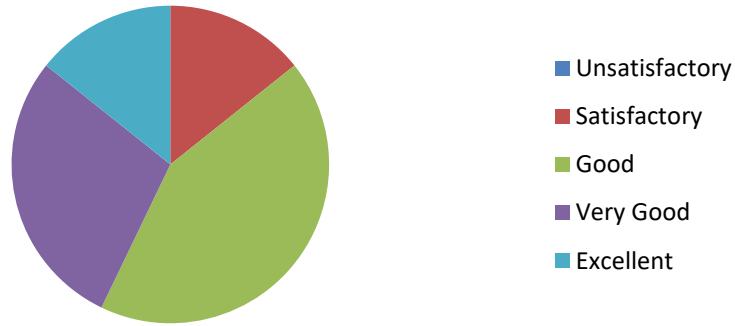
**Q1) How relevant is the current curriculum to the needs of the students and industry?**



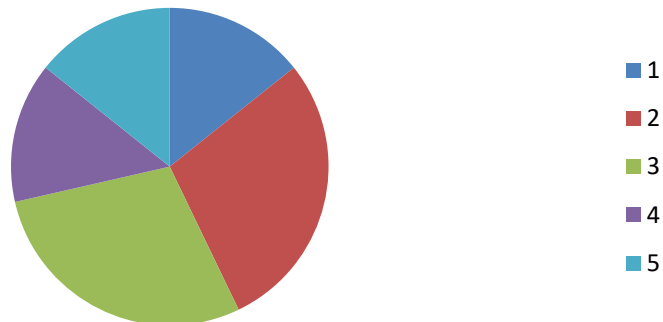
**Q2) How effective is the curriculum in achieving its stated objectives?**



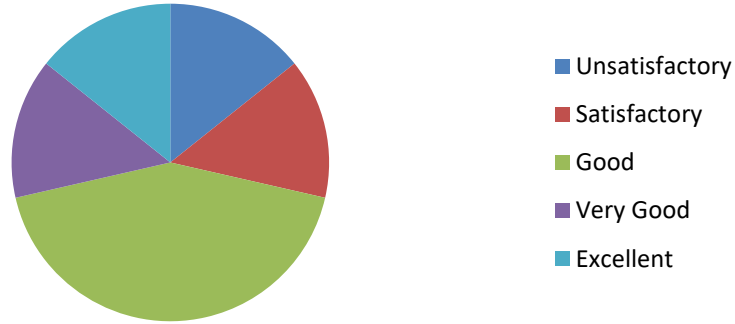
**Q3) How would you rate the support provided to faculty members in delivering the curriculum?**



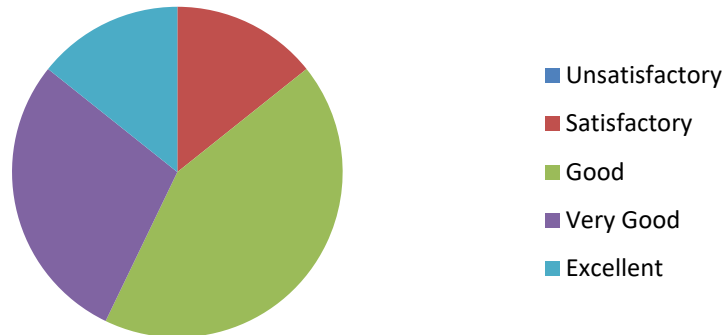
**Q4) Are the administrative and clerical processes in place sufficient to support the curriculum?**



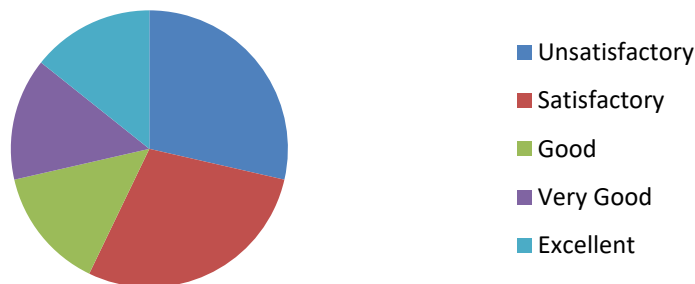
**Q5) How would you rate the assessment and evaluation processes in place for the curriculum?**



**Q6) How do you rate the efficiency of assessment and evaluation methods in measuring student learning outcomes?**

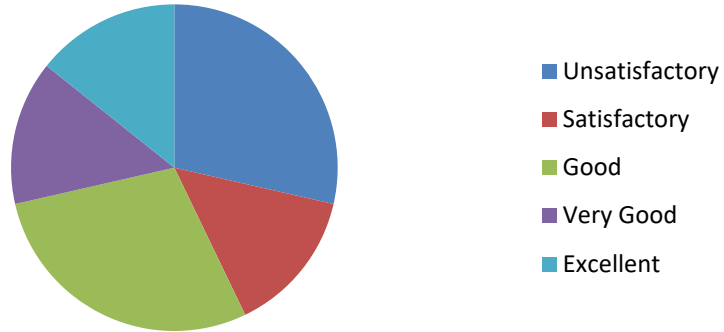


**Q7) How would you rate the communication between faculty members and administrative staff regarding curriculum matters?**

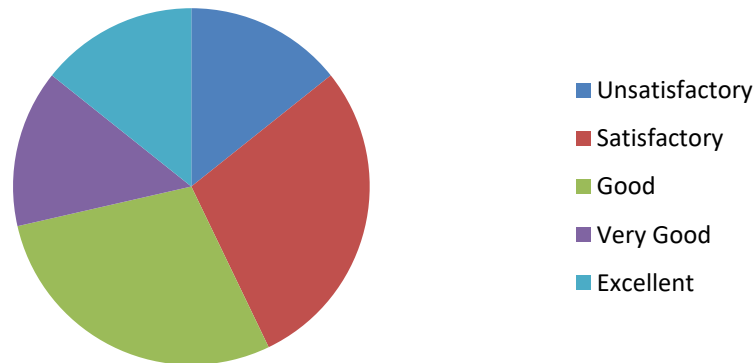




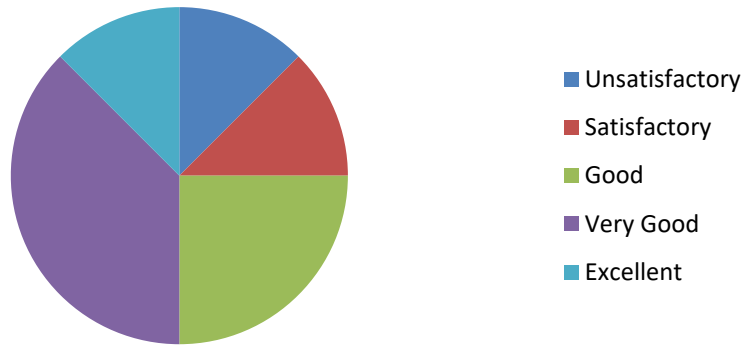
**Q8) How would you rate the opportunities for administrative and clerical staff to provide input on curriculum development and review?**



**Q9) How would you rate the overall quality of curriculum documentation and record-keeping?**



**Q10)How would you rate the college's responsiveness to curriculum-related issues and concerns?**



**KEY FINDINGS**

1. Curriculum Relevance: A majority of respondents (57%) rated the curriculum as Good or above in terms of its relevance to industry needs.
2. Curriculum Effectiveness: 86% of respondents rated the curriculum as Satisfactory or above in achieving its stated objectives.
3. Support for Faculty: While 71% of respondents rated the support for faculty as Satisfactory or above, 14% rated it as Unsatisfactory, indicating a need for improvement.
4. Administrative Processes: 86% of respondents rated the administrative processes as Satisfactory or above, indicating a high level of efficiency.
5. Assessment and Evaluation: A majority of respondents (86%) rated the assessment and evaluation processes as Satisfactory or above.
6. Communication: While 71% of respondents rated the communication between faculty and staff as Satisfactory or above, 29% rated it as Unsatisfactory, indicating a need for improvement.
7. Staff Input: 71% of respondents rated the opportunities for staff input as Satisfactory or above.
8. Curriculum Documentation: 86% of respondents rated the quality of curriculum documentation as Satisfactory or above.
9. College Responsiveness: A majority of respondents (86%) rated the college's responsiveness to curriculum-related issues as Satisfactory or above.
10. Areas for Improvement: The areas that require improvement include support for faculty, communication between faculty and staff, and opportunities for staff input.

**AREAS OF STRENGTH**

- **Effective Curriculum:** The curriculum is well-designed and effective in achieving its objectives, with a high rating of 86%.
- **Efficient Administration:** The administrative processes are efficient and well-organized, with 86% of respondents expressing satisfaction.
- **Robust Assessment and Evaluation:** The assessment and evaluation processes are robust and effective, with 86% of respondents rating them positively.
- **High-Quality Documentation:** The curriculum documentation is of high quality, with 86% of respondents expressing satisfaction.
- **Responsive College:** The college is responsive to curriculum-related issues and concerns, with 86% of respondents rating it positively.
- **Relevant Curriculum:** The curriculum is relevant to industry needs, with 57% of respondents rating it as Good or above.

**AREAS FOR IMPROVEMENT**

The following areas have been identified as requiring improvement based on the feedback received:

- **Support for Faculty:** 14% of respondents rated the support for faculty as Unsatisfactory, indicating a need for improvement.
- **Communication:** 29% of respondents rated the communication between faculty and staff as Unsatisfactory, indicating a need for better communication channels.
- **Opportunities for Staff Input:** 29% of respondents rated the opportunities for staff input as Unsatisfactory, indicating a need for more inclusive decision-making processes.

These areas require attention and improvement to enhance the overall effectiveness of the curriculum and the college's operations.

