



**MES MAMPAD COLLEGE
(AUTONOMOUS)**

(Accredited by NAAC with A grade)
Affiliated to University of Calicut

Criterion 1

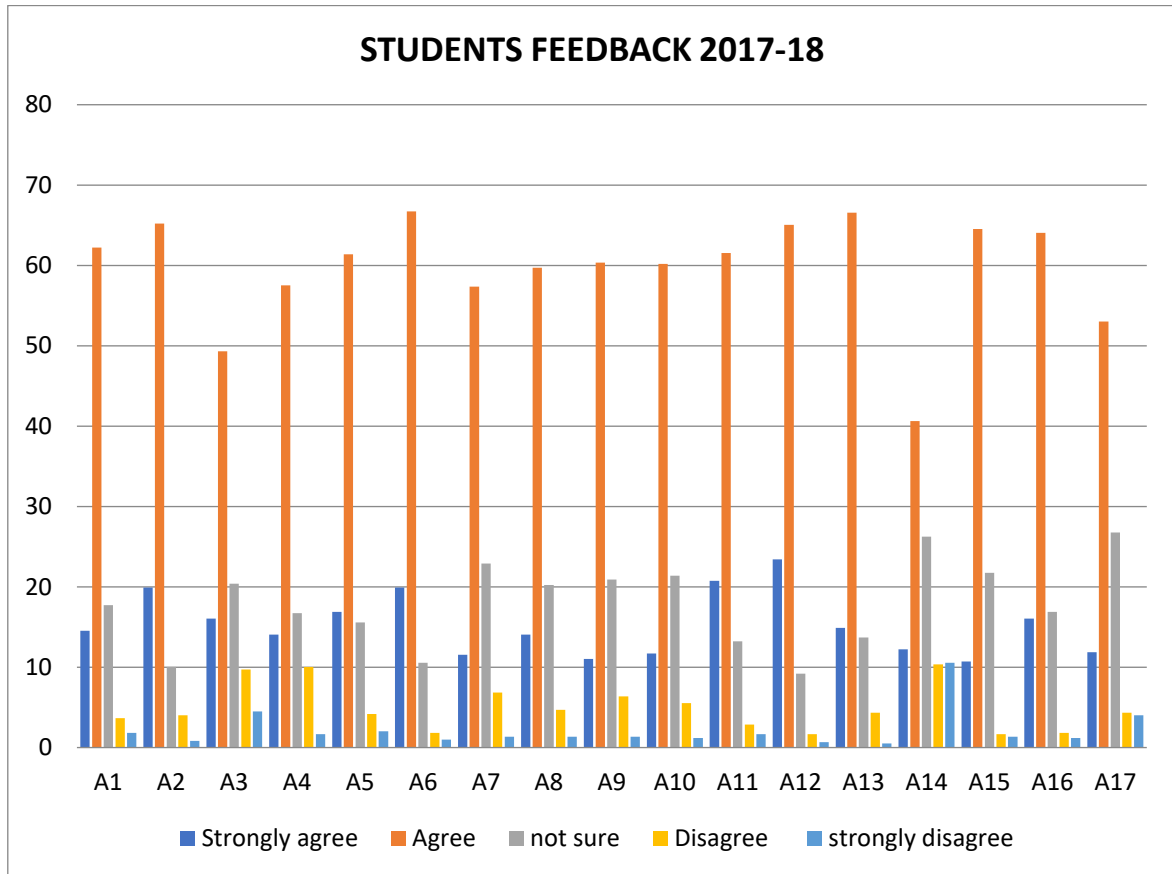
Stakeholder Feedback Analysis Report 2017-18

Analysis of Structured Feedback From students 2017-18

Structured feedback on the curriculum was collected from the students in the following areas.

- A1. The curriculum is designed to enhance our employability
- A2. The courses enhanced my knowledge, skills and capabilities
- A3. The curriculum addresses my professional and Entrepreneurship needs
- A4. The courses in the curriculum and its contents are relevant
- A5. The curriculum is in tune with the latest technology and emerging trends
- A6. The assignments/seminars/ projects are supportive to attain the course outcome
- A7. Additional reading materials are suitable for enriching the content
- A8. Internships/field visits are relevant to the curriculum
- A9. Value added courses are helpful to attain additional skills
- A10. Library resources including online data base are useful to attain the outcome
- A11. Laboratory Infrastructure, equipment and materials were sufficient for practical work as per the curriculum
- A12. Curriculum is relevant in inculcating human values
- A13. Curriculum is fit for transacting institutional core values
- A14. Curriculum is suitable for overall personality development
- A15. The curriculum provides opportunities to learn and develop my career
- A16. The curriculum is relevant to impart soft skills and life skills
- A17. Teaching methods adopting are adequate to support the content of curriculum

A total of 598 students gave their feedback. The analysis of feedback is given below



Analysis of Structured Feedback From Teachers 2017-18

Structured feedback on the curriculum was collected from the teachers in the following areas.

A1. Syllabus is suitable to the course.

A2. Syllabus is need based.

A3. Aims and objectives of the syllabi are well defined and clear to teachers and students

A4. Course content is followed by corresponding reference materials.

A5. Sufficient number of prescribed books are available in the library

A6. The course/syllabus has good balance between theory and application

A7. The course/syllabus of this subject increased my knowledge and perspective in the subject area

8A. The course/programme of studies carries sufficient number of optional papers

A9. The books prescribed/listed as reference materials are relevant, updated and appropriate

A10. Tests and examinations are conducted well in time with proper coverage of all units in the syllabus

A11. I have the freedom to propose, modify, suggest and new topics in the syllabus

A12. I have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussions and learners' participations

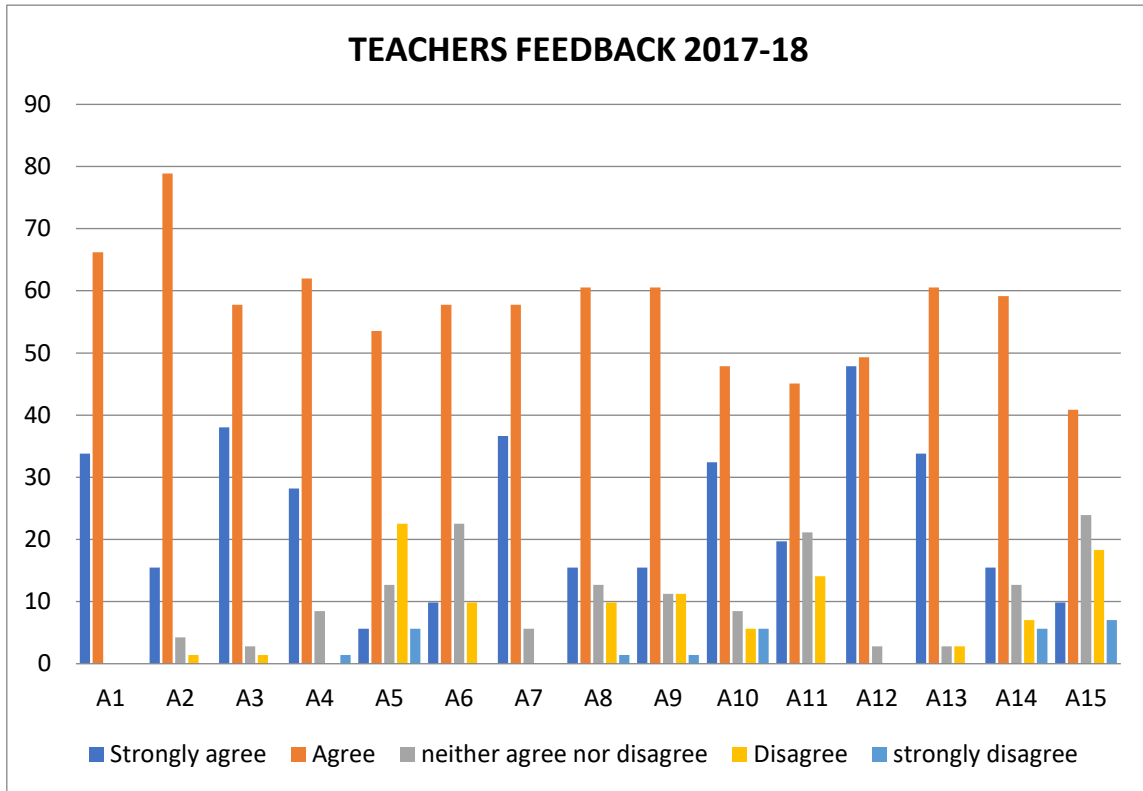
A13. I have the freedom to adopt/adapt new techniques/strategies of testing and assessment of students

A14. The College provides adequate and smooth support for projects and research facilities

A150. The College provides adequate funding and support to faculty members for upgrading their skills and qualifications

A16. Any other comments

A total of 71 Teachers gave their feedback. The analysis of feedback is given below

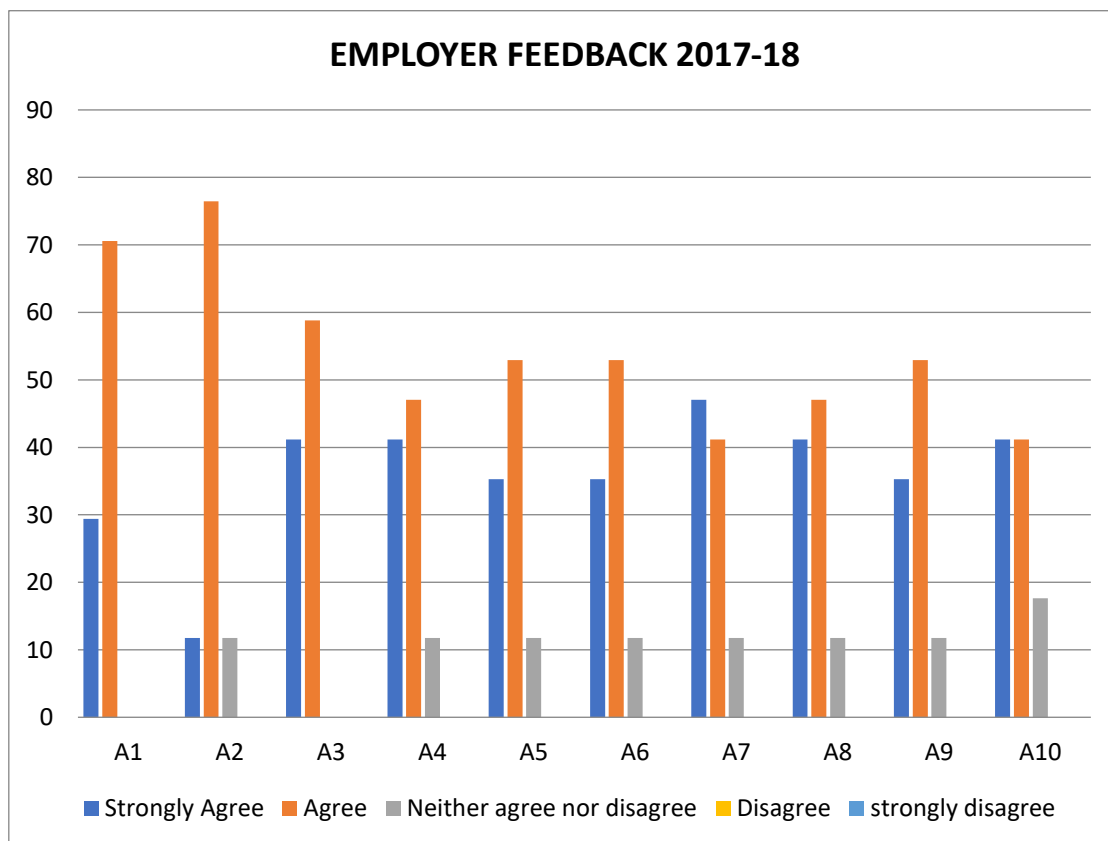


Analysis of Structured Feedback From Employers 2017-18

Structured feedback on the curriculum was collected from the Employers in the following areas.

- A1. The curriculum is updated and keeping abreast with the needs of industry
- A2. The curriculum imparts necessary skills to make the students employable
- A3. The curriculum caters the need of diverse learning
- A4. The curriculum components address the local, national and global needs
- A5. The syllabus provides opportunities for internship, field visits, in-plant training and research projects
- A6. Curriculum is giving enough room for professional values and ethics
- A7. Curriculum promotes critical thinking and creative learning
- A8. Curriculum has defined the Program Specific Outcome(PSO) appropriately
- A9. Reference books are adequate and updated
- A10. Curriculum promotes enough room for Industry-academia collaboration

A total of 34 Employer gave their feedback. The analysis of feedback is given below

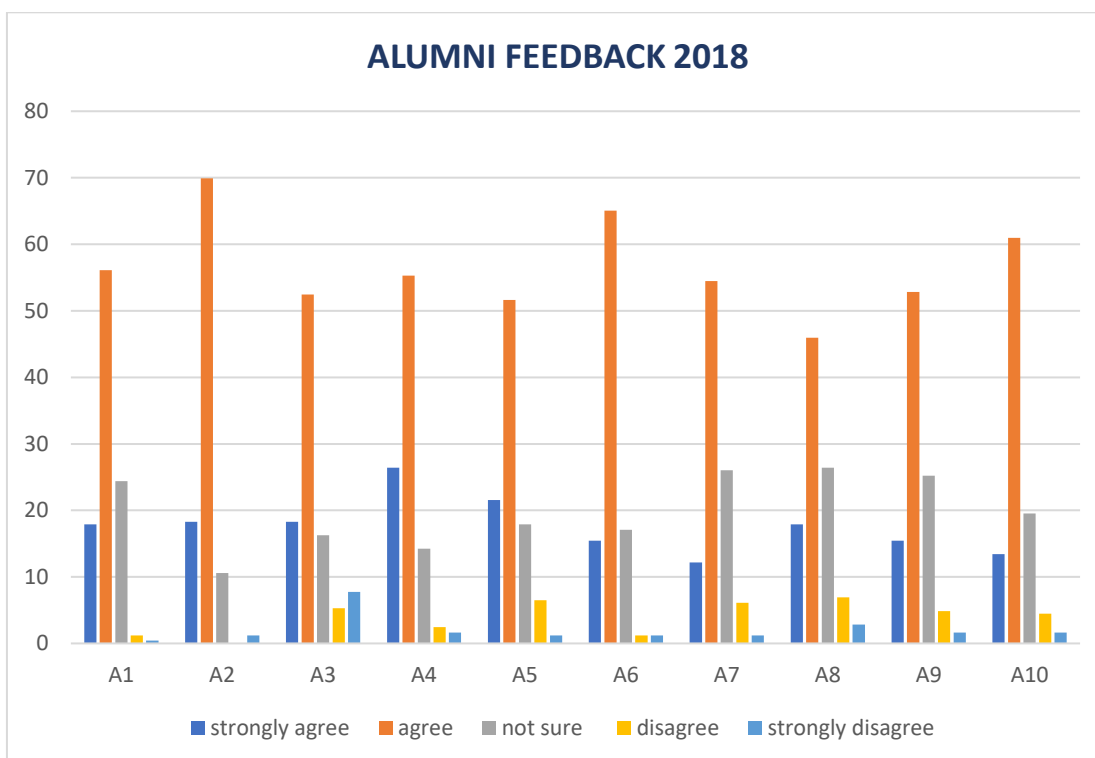


Analysis of Structured Feedback From Alumni 2018

Structured feedback on the curriculum was collected from the Alumni in the following areas.

- A1. The curriculum is suitable for Placement
- A2. The curriculum enhances the soft skills of students
- A3. The curriculum is relevant and suitable for higher studies
- A4. The certificate and add on-courses are adequate for curriculum enrichment
- A5. The curriculum is suitable for industry-academia collaboration
- A6. The curriculum promotes multi-disciplinary learning
- A7. The curriculum provides enough room for practical training/ field visit/internships/on Job Training
- A8. Textbooks and reference books are adequate to support the content of the curriculum.
- A9. The curriculum facilitates the holistic development of learners
- A10. The system of examination and evaluation is transparent and robust

A total of 246 Alumni gave their feedback. The analysis of feedback is given below



**DEPARTMENT OF ARABIC
ANALYSIS OF FEEDBACK**

2017-2018

The Alumni, students and different Stakeholders suggested to conduct internal viva for each paper to PG students, it will help them to face interviews very confidently. The students' feedback also suggested starting a Diploma course apart from curriculum for enhancing language and communication skills. The feedback from alumni and students suggested to interchange some courses of UG and PG for the convenience of students. The Alumni suggested also to include a portion of Arabic based grammar in the core course of UG First Semester in order to understand the basic structure of Arabic in the beginning of a degree course.

**DEPARTMENT ECONOMICS
ANALYSIS OF FEEDBACK**

2017-2018.

The students suggested more application level parts rather than basic theoretical parts in papers like BA Economics Computer Application for Economic Analysis and Banking and Insurance in Third and Fourth semester. The feedback from alumni suggested adding an application level in the existing curriculum to enhance problem solving skills and adaptability. The employers suggested adding the latest application software in the syllabus to enhance the aptitude skill of student's. Teachers suggested having subject-specific practical parts be included as part of the syllabus.

**DEPARTMENT ENGLISH
ANALYSIS OF FEEDBACK**

2017-2018

Department collected elaborate feedback from students. One of the major thrust areas of feedback was curriculum analysis by various stakeholders. The suggestion given by students, teachers and parents were put into action. Feedback given by the students and teachers, Viva, Group Activities, Organising Speech Platforms, Poetry Recitations etc were implemented etc were implemented in Internal Evaluation system. It was suggested that practical oriented works provide them more exposure to language. Instead for two internal examinations, a midterm examination was also suggested by the parents and alumni.

DEPARTMENT OF HISTORY**ANALYSIS OF FEEDBACK
2017-2018**

Department collected feedback from students. One of the major aspects of the feedback was curriculum analysis by various stakeholders. The suggestions given by students, teachers and parents were put into action. Thus, the BoS approved the suggestion to remove Map Study in paper Contemporary Kerala in Sem BA History. Also, reduced the content of Open Course- Heritage Studies - 5th Semester and Elective Paper Human Rights- 6th Semester BA History. Instead for two internal examinations, a midterm examination was also suggested by the parents and alumni.

**DEPARTMENT OF MASS COMMUNICATION AND JOURNALISM
ANALYSIS OF FEEDBACK
2017-2018**

The students suggested more application level parts rather than basic theoretical parts in papers like History of journalism and Broadcasting and Introduction to Mass communication Theories (papers from second and Fifth semester). The feedback from alumni suggested adding an application level in the existing curriculum to enhance practical content and skills. The employers suggested adding the latest application software in the syllabus to enhance the aptitude skill of the student's. Teachers suggested including subject-specific practical parts to add in the syllabus.

**DEPARTMENT OF CHEMISTRY
ANALYSIS OF FEEDBACK
2017-2018**

Collected feedback from all stock holders, teachers, students and alumina about the news syllabus. PG Students expressed satisfaction about the rearrangement of the quantum chemistry topics which were studied the first and second semester and now put together in first semester only. Changes will be much useful to the students studying the chemical bonding and group theory topics in one paper (second semester) also appreciated. But they expressed the difficulty of studying Spectroscopy in second semester as 2nd semester contain two theoretical papers. UG students generally expressed satisfaction about the revision of new syllabus except few have the opinion of heavy organic syllabus in fifth semester.

**DEPARTMENT OF FOOD TECHNOLOGY
FEEDBACK ANALYSIS
2017-2018**

The students suggested to include more student centric methods in teaching like more number of student seminars, peer team interactions for enriching their skills and capacities. Feedback from alumni suggested in including some global food safety parametes in syllabus and the latest trends and technologies in food processing. The employers were suggested to include the topics on entrepreneurships. Teachers were suggested to conduct some additional practical classes for better understanding of theory part in syllabus.

**DEPARTMENT OF MATHEMATICS
ANALYSIS OF FEEDBACK
2017-2018**

The employers suggested more application and skill level courses to implement in addition to the exiting conventional courses. From the industries it has been suggested to include topic that suits to the industry. Students, parents and alumni recommended to introduce the topic in view of employability. Also the students and alumni recommended to initiate steps to upgrade the department to a research centre. Teachers suggested to include new topics. According to the opinion and recommendation of the stakeholders we had revised the P G syllabus. Also we had introduced a new certificate course in 'Programming in Python' for developing the programming skill of the students and to cater the needs of the industry. The employability and skill of the each courses in UG is discussed in detail. A proposal submitted to the University for upgrading the department to a research centre.

**DEPARTMENT PHYSICS
ANALYSIS OF FEEDBACK
2017-2018**

The department gathered thorough student feedback. The study of the curriculum by different stakeholders was one of the main focus points of the comments. Parents, teachers, and students all offered suggestions, and all were implemented. The sixth semester elective paper "Material science" was changed to "Nanoscience and Technology" in response to student feedback. It was stated that today's relevance of nanoscience outweighs that of material science. Alumni input advised that the project report's handwritten version be converted to a printed one. Teachers feedback suggested adding separation of variables in place of the uniqueness theorem in the core course Electrodynamics 1. The suggestions were added to the BoS meeting's agenda in 15th May

2018 in response to this recommendation. Board discussed the suggestions and approved them.

**DEPARTMENT OF ZOOLOGY
ANALYSIS OF FEEDBACK
2017-18**

The employers, alumni, teachers and students are the major stakeholders of the department of Zoology. We are frequently taking feedback related with the syllabus and mode of teaching. During the year 2017 we changed our elective course as Aquaculture, Animal Husbandry & Poultry science. As per the suggestions received from the previous batch, we also modified 20% content in the available syllabus and it is mentioned in the BoS. The same year we started a certificate course on "An introduction to wildlife conservation". 27 students completed the course. We included some field visit as a part of the course. That training enhances the research caliber of the students like handling GPS etc. Study tour and field observations were also included in the curriculum.

**DEPARTMENT OF COMMERCE
ANALYSIS OF FEEDBACK
2017-2018**

Department collected elaborate feedback from students. One of the major focus areas of feedback was curriculum analysis by various stakeholders. The suggestions made by students, teachers and parents were put into action. The approval of model question paper of UG and PG of autonomous programmes reflected very much in students' performance. Inclusion of Value system to lower levels and thereby develop unique value to inculcate our students found to be good in improving the academic scenario. As per the University order V.O.NO 570/2016/admin Board of Studies in Commerce, University of Calicut has introduced IFRS to all students of B Com programme in the courses of Financial Accounting and Corporate Accounting of second and third semester from 2016-2017 admission onwards. Financial Accounting preparation was insisted in IFRS format since 2017 in India. Board of Studies of Department of Commerce and Management Studies of MES Mampad College resolved to introduce the same changed syllabi that are implemented by University of Calicut in the courses of BC2B02 Financial Accounting and BC3B04 Corporate Accounting of second and third semester B Com.



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