St. Paul's College Kalamassery

Re-accredited with 'A' Grade (Fourth Cycle) by NAAC

(Affiliated to Mahatma Gandhi University, Kottayam)
Kalamassery, HMT P O, Ernakulam–683503 Kerala India

Stakeholder Feedback: Needs & Expectations 2023-24

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Introduction

Regular feedback from various stakeholders of the institution is integral to ensuring continuous improvement in the teaching-learning process and understanding their needs and expectations. Utilizing both quantitative and qualitative methods, feedback is gathered through a variety of channels. Qualitative methods include focus group discussions and departmental or club meetings, while online platforms such as Google Meets and social media are utilized for distributing structured questionnaires. Offline methods are also employed during departmental or club gatherings. The Institutional Quality Assurance Cell (IQAC) oversees the timely collection and analysis of feedback, with results communicated to relevant parties for corrective action, if necessary.

The feedback committee, established by the IQAC, oversees the feedback collection process. Qualitative and quantitative data from parents, alumni, and companies are gathered by respective departments under the committee's guidance, while feedback from students and teachers is directly collected by the IQAC. Analysis of collected feedback informs reports presented to management and the principal for further action, facilitating continual improvement in the quality of the teaching-learning process and alignment with stakeholder needs.

Feedback collection is an ongoing process conducted throughout the year, with specific emphasis on gathering feedback from outgoing students at the end of the academic year to evaluate the overall program. These insights, particularly regarding stakeholder needs and aspirations, inform program planning for the upcoming academic year. For the 2023-24 academic year, online platforms such as Google Forms and virtual meetings with Parent-Teacher Associations (PTAs) and alumni were utilized predominantly for feedback collection. Detailed analysis and action taken reports are presented in the subsequent sections.

1. Feedback on Needs and Expectations from Students (Consolidated UG and PG).

Progression into Higher Education

The Curriculum of the program is apt for progression into Higher Education
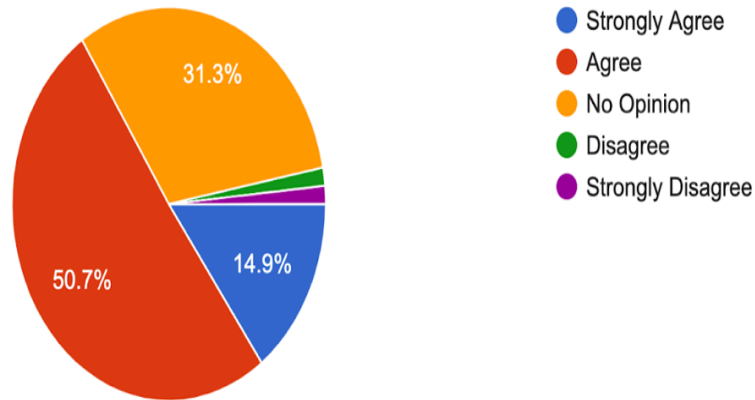67 responses

Figure 1

The prevailing sentiment among students indicates that a majority (66%) perceive the current curriculum and program as suitable for their transition into higher education. Thirty-two percent of students hold a neutral stance on the matter, while a minority of 1.5% express disagreement with the suitability of the current curriculum and program. Those dissenting voices advocate for an updated curriculum and programs tailored towards employment opportunities.

Placement and Employability

The Curriculum of the program is apt for Placement and Employability
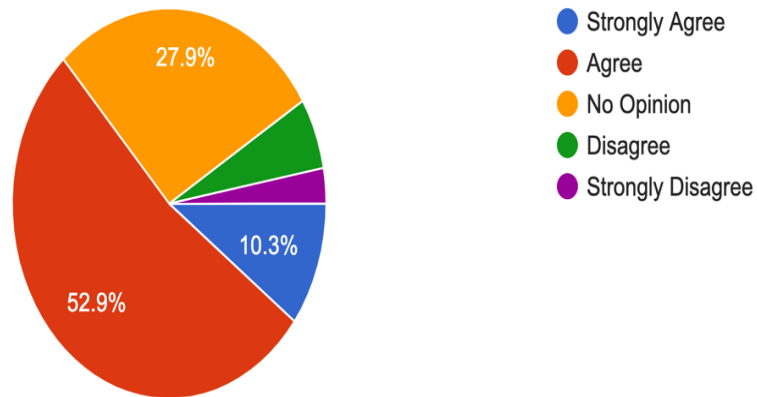68 responses

Figure 2

Approximately 64 percent of students believe that the current curriculum and program effectively support placement and employment opportunities. Conversely, 28 percent of students do not share this perspective, indicating a strong desire among students for programs and curriculum that enhance their prospects for better employment opportunities and placements.

Entrepreneurship

The Curriculum of the program is apt for Entrepreneurial Initiatives
68 responses

Legend:
- Strongly Agree
- Agree
- No Opinion
- Disagree
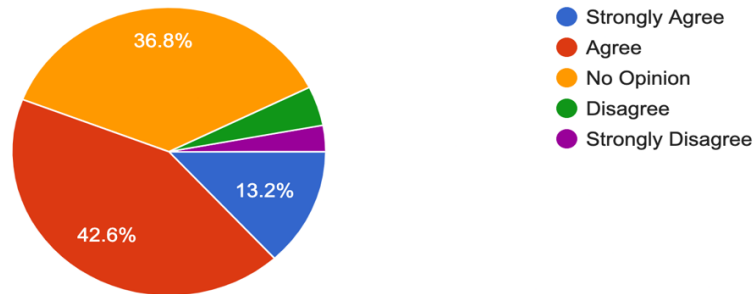- Strongly Disagree

36.8%
13.2%
42.6%

Figure 3

Around 56 percent of the students perceive the current program and curriculum ignites entrepreneurial spirits among the students and 8 percent of the students are of the opinion that they require updated programs and curriculum and more thrust on entrepreneurship.

The primary reason of Students choosing the programme

Reason for choosing the present programme
73 responses

Legend:
- Interest in the subject
- Good Job Opportunities
- Influenced by Friends and Relatives
- Did not get any other courses

11%
28.8%
13.7%
46.6%

Figure 4

Forty Seven percent of the students were of the opinion that they chose the programme out of their interest in the subject. While 28.8 percent of students perceived good job opportunities as the important factor for their choice of the program. Students expect the Career and Placement Cell of the institution to conduct various placement drives for the final year students. Students were satisfied with the career-oriented workshops conducted by their respective departments collaborating with the career cell of the institution. Nevertheless, they requested for the timely conduct of their university examinations, which can help them to take up various internship opportunities during the summer and winter breaks. A meagre 11 percent of the students chose the programme due to influence by friends and relatives and only 13.7 percent of the students joined the programme since they didn't get any other courses.

Table 1: Feedback-Students (in terms of Percentage)

Parameters	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Syllabus of the program is up to date and relevant.	12.5	46.3	28.7	8.8	3.7
Internal assessment followed in the curriculum is appropriate.	11.3	62.5	21.3	2.5	2.5
The curriculum of the program is effectively implemented.	13.8	66.5	15.3	4.5	1.1
The syllabus was completed within the semester.	21.2	55.3	9.4	11.8	2.4

Parameters					
The curriculum of the program is apt for progression into Higher Education	15.3	56.5	24.7	1.2	2.4
The curriculum of the program is apt for Placement and Employability	10.5	55.8	24.4	5.8	2.6
The curriculum of the program is apt for entrepreneurial initiatives	12.6	46	33.3	4.6	3.4
Parameters	**Very Good**	**Good**	**No Opinion**	**Appropriate**	**Not Appropriate**
Opinion about the open courses in your program.	21.8	48.3	23	2.3	4.6
Opinion about the conduct of examinations.	18.2	52.3	15.9	9.1	4.5
Opinion about the promptness in the publication of results.	9.1	45.5	26.1	8	11.4
Opinion about the fairness in the evaluation of answer scripts.	10.2	46.6	31.8	5.7	5.6
Opinion about the grading pattern in the evaluation of exams.	14.6	50.6	21.3	6.7	6.7
Opinion about the semester system followed.	14.6	55.1	14.6	7.9	7.9

Source: Primary Data

Approximately 64 percent of students believe that the current curriculum and program effectively support placement and employment opportunities. Conversely, 28 percent of students do not share this perspective, indicating a strong desire among students for programs and curriculum that enhance their prospects for better employment opportunities and placements.

The majority of students agreed that the syllabus offered across various programs is relevant and up-to-date. However, 12 percent expressed dissatisfaction with the existing syllabus, particularly those enrolled in conventional programs that lacked job opportunities. Seventy-four percent of students supported the internal assessment methods employed in the curriculum. Additionally, 80 percent acknowledged the effective implementation of the program's curriculum. A significant 73 percent held favorable opinions regarding the open courses within the program, with only a small 2.6 percent considering them unsuitable.

Sixty-seven percent of students reported satisfaction with examination procedures, while a lower 45 percent expressed contentment with the timeliness of examination result publication. Only 4.5 percent harbored doubts about the fairness of answer script evaluation, and merely 7.7 percent found the grading patterns inappropriate. Furthermore, 70 percent expressed approval of the semester system in place.

Curriculum Feedback on Needs and Expectations from Parents.

Progression into Higher Education

The Curriculum of the program is apt for progression into Higher Education
50 responses

- ● Strongly Agree
- ● Agree
- ● No Opinion
- ● Disagree
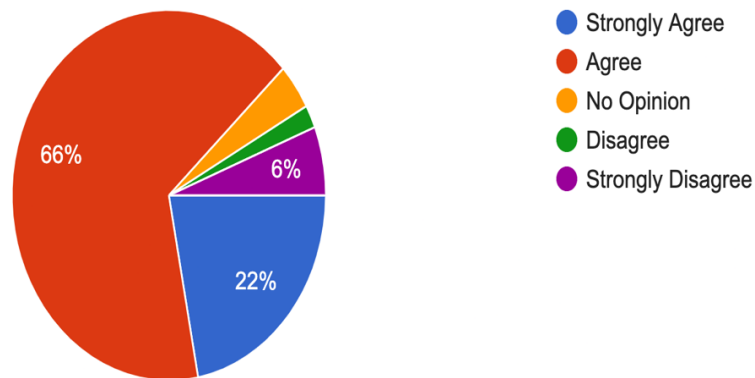- ● Strongly Disagree

66%

6%

22%

Figure 5

Majority of the parents (74%) are of the view that the current curriculum and the program is apt for their wards into Higher Education progression. 16 percent of the parents remain neutral regarding their opinion and 10 percent of the parents disagree with the appropriateness of the current curriculum and program for higher education progression. They aspire for updated curriculum and job-oriented programs.

Placement and Employability

The Curriculum of the program is apt for Placement and Employability
50 responses

- Strongly Agree
- Agree
- No Opinion
- Disagree
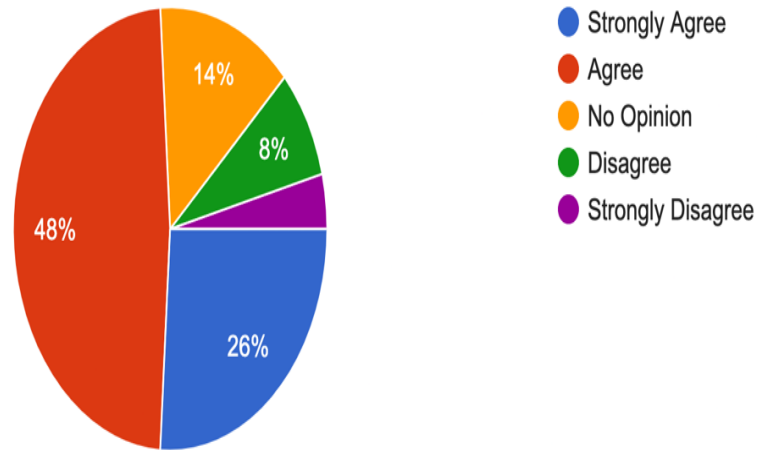- Strongly Disagree

14%
8%
48%
26%

Figure 6

Around 74 percent of the parents perceive that the current curriculum and program facilitates placement and employment. 12 percent of the parents are not of that opinion which clearly signifies that parents aspire for programs and curriculum which augments the chances of their wards finding better employment opportunities and placements.

Entrepreneurship

The Curriculum of the program is apt for Entrepreneurial Initiatives
50 responses

- ● Strongly Agree
- ● Agree
- ● No Opinion
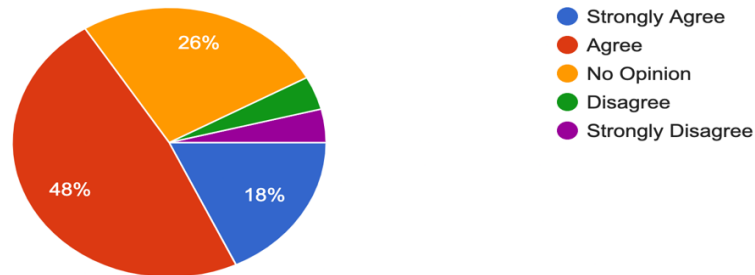- ● Disagree
- ● Strongly Disagree

26%
48%
18%

Figure 7

Around 66 percent of the parents perceive the current program and curriculum ignites entrepreneurial spirits among the students and 8 percent of the parents are of the opinion that they require updated programs and curriculum and more thrust on entrepreneurship.

The primary reason of Parents for choosing the programme for their wards

Reason for choosing the present programme
50 responses

- ● Interest in the subject
- ● Good Job Opportunities
- ● Influenced by Friends and Relatives
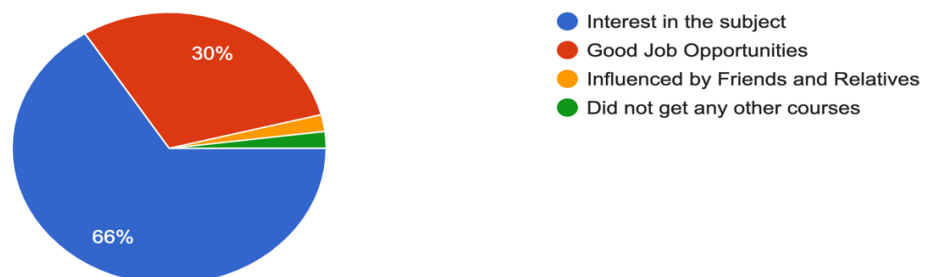- ● Did not get any other courses

30%
66%

Figure 8

The feedback from the parent community was collected regularly during parent teacher meetings and through sharing structured questionnaires in google forms using WhatsApp groups. Every year there are at least two PTA meetings which are organised for the students of UG programmes and one for students from various PG programmes.

66 percent of the parents were of the opinion that they chose the programme for their wards out of the interest in the subject. While 30 percent of parents perceived good job opportunities as the important factor for the choice of the program. A meagre 2 percent of the parents chose the programme for their wards due to the influence of friends and relatives and only 2 percent of the parents chose the programme since their wards didn't get any other courses.

Table 2: Feedback-Parents (in terms of Percentage)

Parameter	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Syllabus of the program is up to date and relevant.	14	62	12	6	6
Internal assessment followed in the curriculum is appropriate.	12	66	16	2	4
The curriculum of the program is effectively implemented.	10	64	14	10	2
The syllabus was completed within the semester.	24	50	16	8	2
The curriculum of the program is apt for progression into Higher Education	22	66	4	2	6

The curriculum of the program is apt for Placement and Employability	26	48	14	8	4
The curriculum of the program is apt for Entrepreneurial Initiatives	18	48	26	4	4
Open courses offered in the programme are appropriate.	30	42	18	8	2
There is promptness in the conduct of examinations.	16	64	2	16	2
There is promptness in the publication of results.	12	50	8	16	14
There is fairness in the evaluation of answer scripts.	18	52	16	10	4
Opinion on grading pattern followed in the evaluation of exams.	18	52	8	14	8
Opinion on the semester system followed	14	60	4	14	8

Source: Primary Data

Majority of the parents agreed that the syllabus offered through various programmes are relevant and up to date (76%). However, 4 percent of the parents expressed their dissatisfaction regarding the inadequacy of the existing syllabus. Seventy Eight percent of the parents agreed with the internal assessment followed in the curriculum. Seventy four   percent of the parents agreed that the curriculum of the program is effectively implemented. Seventy-two

percent of the parents are of high opinion regarding the open courses in the programme while only a meagre 2 percent consider them inappropriate. 80 percent of the parents are satisfied with the conduct of examinations while only 70 percent of the parents are satisfied with the promptness in the publication of the examination result. Only 4 percent of the parents are dubious about the fairness in the evaluation of the answer scripts and only 8.1 percent of parents consider the grading pattern in the evaluation of the examinations inappropriate. 74 percent of the parents are of high opinion regarding the semester system followed.

2. **Feedback on Needs and Expectations from Alumni of the institution** (collected from the students passed out in last five years)

Table 3: Feedback-Alumni (in terms of Percentage)

Parameters	Yes	No			
Membership in St. Paul's College, Kalamassery Alumni Association	59.4	40.6			
Parameters	Yes	No			
Contact with St. Paul's College Kalamassery Alumni Association	54.7	45.3			
Parameters	Yes	No			
Awareness about semester system	82.8	17.2			
Parameters	Highly Satisfied	Satisfied	Neutral	Adequate	Not Adequate

Parameters	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
Syllabus followed by Mahatma Gandhi University	29.7	35.9	20.3	10.9	3.1
Conduct of examination	18.8	42.2	20.3	14.1	4.7
Publication of results	14.1	39.1	18.8	18.8	9.4
Parameters	**Highly Satisfied**	**Satisfied**	**Neutral**	**Dissatisfied**	**Highly Dissatisfied**
Education at St. Paul's College, Kalamassery	60.4	21.9	9.4	4.7	3.1

Source: Primary data.

Conduct of Examinations
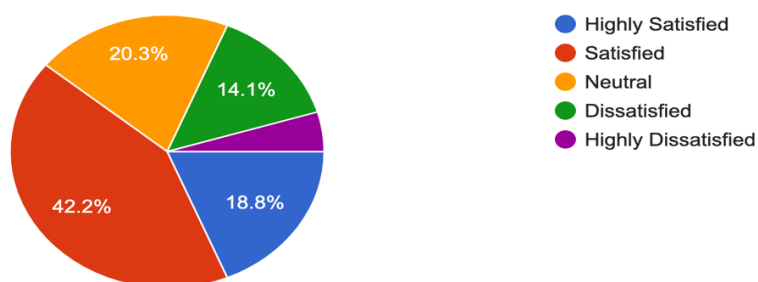
Figure 9

Around 61 percent of the alumni agree that there is proper conduct of examinations by the university and remaining 3 percent of the alumni are of the opinion that there needs to be proper management in the conduct of examinations in a timely phased manner.

Publication of Results

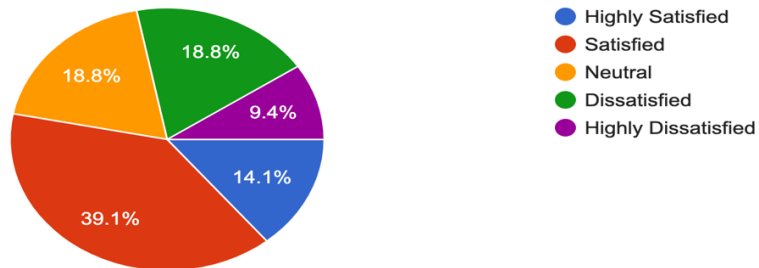Timely Publication of Examination Results
64 responses

Figure 10

53.2 percent of the Alumni are of good opinion regarding the timely publication of examination results and the remaining 46.8 percent of alumni are of the opinion that there needs to be timely publication of examination results.

Opinion on St. Paul's College Kalamassery

Opinion about Education at St Paul's College Kalamassery
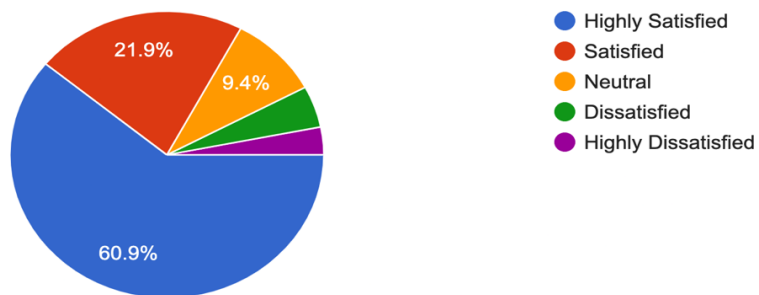64 responses

Figure 11

During the present academic year, the institution had introduced many skill-oriented initiatives after considering the recommendations of the alumni community. The feedback from the alumni is taken at regular intervals to bridge the gap between the industry and academia. Many career-oriented programmes were organised during the academic year 2023-24 through an institutional e-learning platform by inviting eminent personalities from among the alumni of the institution. As a regular practice the institution had collected feedback from the pass out students. Majority (82.8 %) of the respondents rated education at St. Paul's College as excellent and they were satisfied with the teaching learning facilities offered by the institution. The institution has taken every effort to include hundred percent of the pass out students in the alumni community. However, among the respondents 35 percent of the students did not have membership in the institutional alumni association. It has been decided to take further action in this direction to bring maximum students into the alumni network of the institution.

3. **Feedback on Needs and Expectations from present/previous/prospective Employers of the institution**

Table 4: Curriculum Feedback - Employers (in terms of Percentage)

Parameters	Very Good	Good	Fair	Adequate	Not Adequate
General communication skills	40	47	6	7	0
Practical solution to the workplace	42	40	6	11	1
Team building ability	45	40	11	4	0
Creativity in workplace	40	20	25	15	0
Planning and organisation skills	38	30	10	16	6
Self-motivation and ability to take up responsibility	30	36	20	8	6
Open to new ideas and learning techniques	60	30	5	4	1
Using technology and workplace equipment	70	20	8	2	0
Ability to contribute to organisational goals	41	38	12	8	1
Involvement in social activities	70	20	8	1	1
Obligation to work beyond regular schedules	60	20	10	9	1

Source: Primary Data

The institution consistently gathers feedback from present and prospective employers to bridge the gap between industry and academia. Employers have rated our students highly for their ability to effectively handle various technology platforms and workplace equipment, as well as for their genuine interest in engaging in social causes. Sixty percent of employers have noted that our students are very receptive to learning new techniques and innovative methods. The feedback underscores employers'

preference for increased creativity in the workplace and enhanced organizational and planning skills. Overall, employers express satisfaction with our students' performance.

The institution endeavors to foster holistic development among learners by providing diverse learning experiences tailored to the varied needs of students. Some of these activities are conducted in collaboration with industry partners of our institution.

4. **Curriculum Feedback on Needs and Expectations from Teachers of the institution.**

Relevance of Syllabus

Figure 12

Syllabus is in tune with the needs of the time
33 responses

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

36.4%
24.2%
12.1%
27.3%
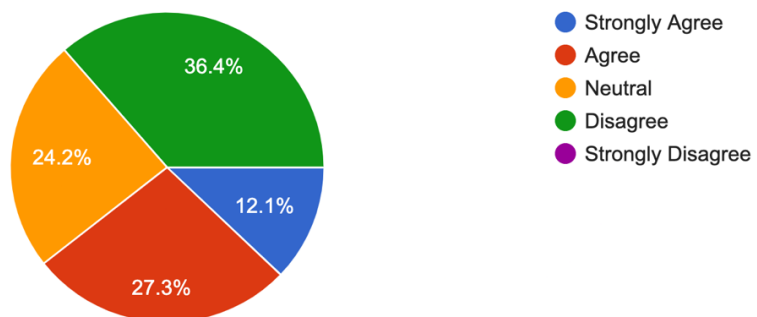
Figure 13

The Course/Syllabus has good balance between Theory and Application
33 responses

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
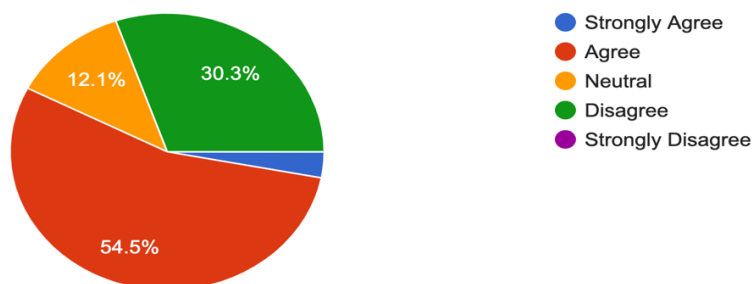- Strongly Disagree

12.1%
30.3%
54.5%

Figure 14

Teachers have the freedom to adopt & adapt New Techniques & Strategies of Assessment and Evaluation
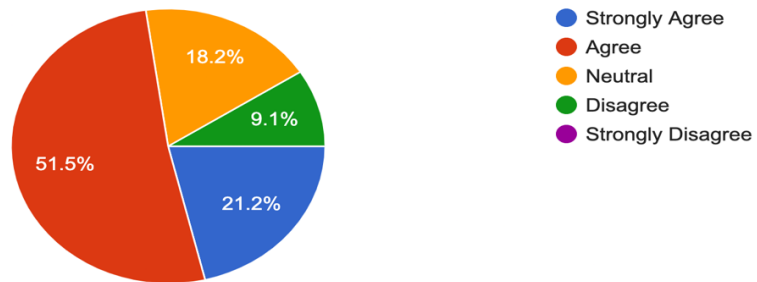
33 responses

Figure 15

The College provides adequate support to faculty members for upgrading their skills and qualifications
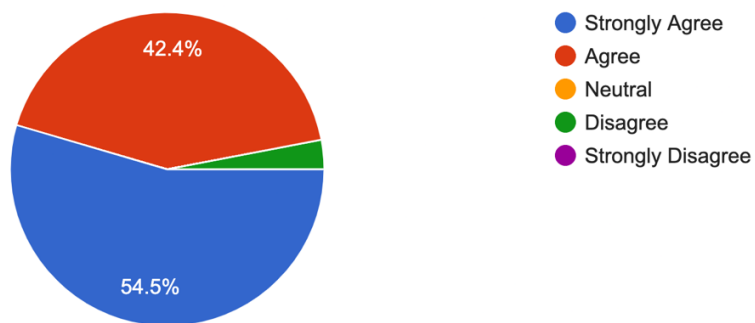
33 responses

Figure 16

Table 5: Feedback -Teachers (in terms of Percentage)

Parameters	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Syllabus is suitable to the programme offered.	12	51.2	30.3	6.1	0
Syllabus is in tune with the needs of the time.	12.1	27.3	24.2	36.4	0
Aims and objectives of the syllabi are well defined and clear to the teachers and students.	15.2	57.6	18.2	9.1	0
Course content is followed by relevant and updated reference materials.	12.1	57.6	21.2	9.1	12.1
Sufficient number of prescribed books are available in the library.	17.6	44.1	29.4	5.9	6
The course/Syllabus has good balance between Theory and Application	2.9	55.9	11.8	29.4	0
The programme carries enough optional papers.	5.9	55.9	17.6	20.6	0
Sufficient infrastructural facilities such as Staff Rooms,Reading rooms etc are available in the college	32	50	16	2	0

Source: Primary Data

The strength of St. Paul's College lies in its young and dynamic teaching community. The constructive feedback provided by this community has been instrumental in the effective planning and implementation of various curricular and co-curricular activities for our students. The institution grants ample space and freedom for the teaching community to innovate and implement new practices. An impressive 94.3 percent of teachers agree that the institution fosters an environment conducive to teaching and research, while 97 percent acknowledge the adequate support provided for upgrading their skills and qualifications. Additionally, 98 percent of teachers affirm that the institution offers sufficient infrastructure facilities for skill enhancement.

However, a notable concern raised by many teachers pertains to the university's delayed publication of examination results, with approximately 35 percent expressing dissatisfaction with the promptness of result announcements.

5. Action Taken Report

The following were the recommendations placed by the feedback committee before the management and the academic council for further action.

Sl. No.	Recommendations	Action Taken
1.	To develop e-content for every course to supplement the teaching learning process	Faculty members were directed to enhance the teaching-learning process by providing learning materials and class videos via departmental or individual YouTube channels.
2.	To conduct regular PTA meetings and mentoring sessions.	Every department conducted regular PTA meetings and mentoring sessions offline and online.
3.	It was recommended to conduct more focused training for improving the employability skills of the students.	Each department organized career-oriented programs throughout the academic year, while specialized programs and soft skills training were coordinated by the institution's career cell. Additionally, vacancy notifications were consistently updated on the college website.

4.	To strengthen the entrepreneurship activities in the college.	The Institution's Innovation Council (IIC) underwent strengthening efforts, resulting in the organization of regular programs by the cell. Nine faculty members successfully completed training to become Innovation Ambassadors, a program conducted by the Ministry of Human Resource Development. Furthermore, student entrepreneurs were identified and provided with opportunities to interact with other cell members and fellow students. Notably, the IIC of St. Paul's College achieved a four-star rating in the academic year 2021-22.
5.	Steps should be taken to improve the pass percentage of the students.	Departments were encouraged to identify weak performers and offer them with special coaching and remedial classes. Examination oriented classes were given to all students. Previous year question papers were

			discussed with the students. Online repository of the library h a s maintained a question bank and students were provided with online access to all library resources. Faculty members were instructed to share study materials with the students through elearning platforms.

Conclusion

Regular feedback was collected from all stakeholders to discern their needs and aspirations, with immediate actions taken wherever feasible in response to their requirements. The institution communicated the actions taken based on recommendations to the respective stakeholders, and upon administrative approval, the comprehensive report was uploaded to the college website.