

# **CHRISTIAN COLLEGE CHENGANNUR**

## **CONSOLIDATED ALUMNI FEEDBACK REPORT**

The report collates the responses received from the Alumni of various departments of the college based on a limited number of questions provided to them in the form of a questionnaire. The Questionnaire was mainly focused on the holistic development of the students, employment opportunities enabled to them by the institution through campus recruitments, educational experiences, library services, other infrastructural facilities. On a 4 point scale the feedback received from the alumni has been assembled. The scale was set as follows:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

The feedback report is intended to serve as a self study report and a guiding principle to the faculty for planning and execution of all academic and extension activities for the subsequent academic year. We have divided the report into two parts. In the first part we look from the perspective of the alumni of the institution and in the second part we look at the individual alumni of the departments.

### **INSTITUTIONAL ALUMNI FEEDBACK**

#### **1. Over all development**

College life is an exciting time that is full of adventure and various learning opportunities. The college arena can also be intimidating for some individuals as there is much preparation involved in becoming a successful student. The question put forth to the alumni was if the program is designed to help all students develop their educational, social, emotional, career, and personal strengths. Majority of the alumni (57% + 23%) agree that the campus has delivered an overall development for them. While 20% feel that the curriculum did not provide for an overall development for them.

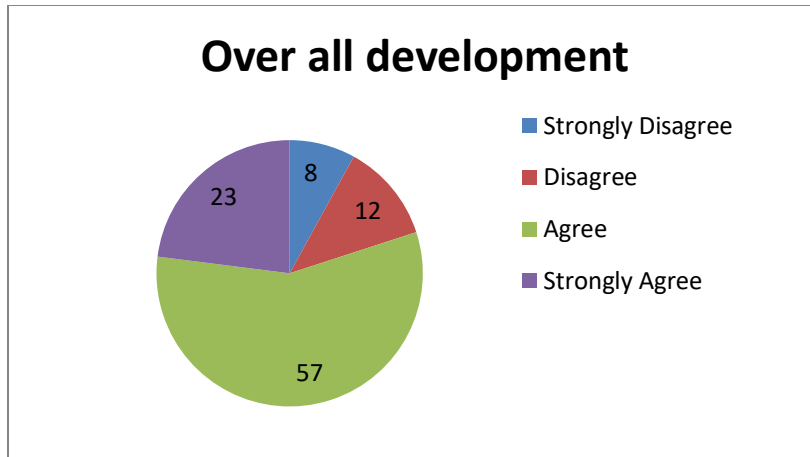


Figure: Percentage distribution of perception on overall student development

## 2. Employability Skills

Employability skills are the skills, qualities and attitudes that employers say are essential for their workplace. These include positive attitude, communication, teamwork, time management, willingness to learn, problem solving etc. When the alumni were asked to respond to these sets of skills a very small difference in perception is obtained. About 54% agree that the campus has given them key employability skills 46% disagree with this notion.

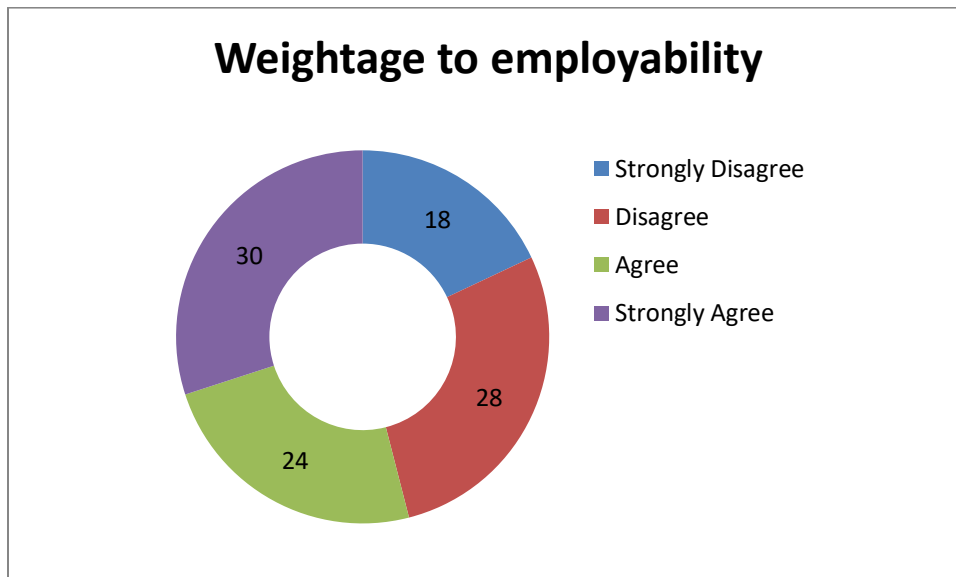


Figure: Percentage distribution of perception on employability skill delivery

## 3. Need based syllabus

Looking at the requirements and expectations of other members involved, such as

employees, parents, teachers and financial supporters the alumni were asked to respond to the question if the syllabus followed by them was based on the current needs of the society. A very large majority 81% agree that the curriculum was need based.

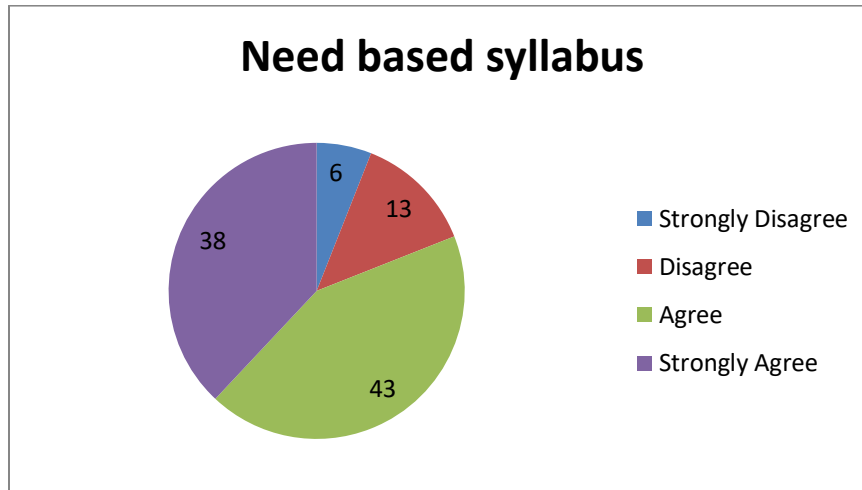


Figure: Percentage distribution of perception on need based syllabus

#### 4. Syllabus bridges gap between current industry and academics

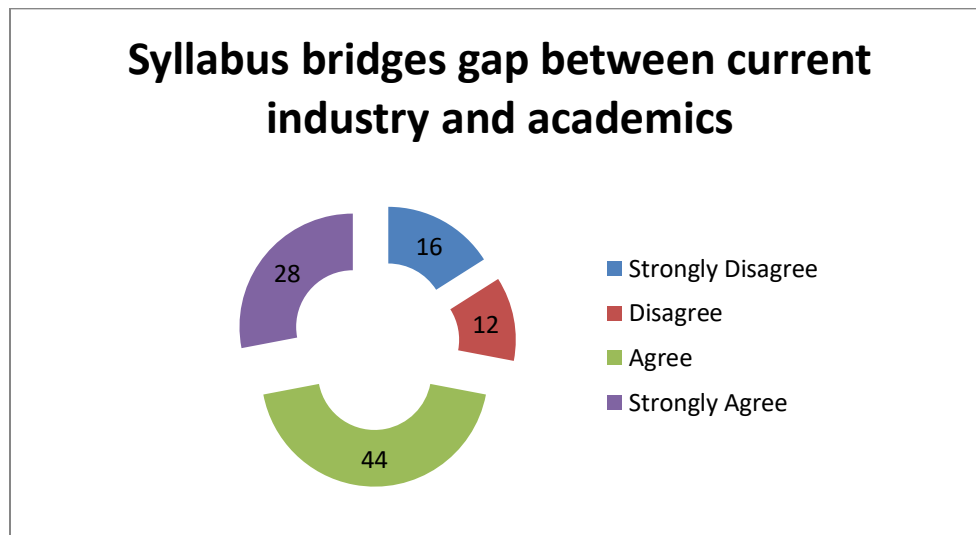


Figure: Percentage distribution on gap between academic and industry

The massive demand for complementary training of graduates upon entry into any career in India indicates a mismatch **between** academic education and **industry** requirements. When the alumni were asked to respond if the current Choice Based Credit System had a syllabus which closes to a

larger extend the gap between the current industrial need 72% responded with an affirmative that the gap was narrow.

### 5. Defined aims and objectives

When the alumni were asked to respond to the question if the course aims and objectives were clearly understood by the students and teachers delivered them a thumping majority of 90% agreed that the faculty delivered the curriculum as defined by its aims and objectives.

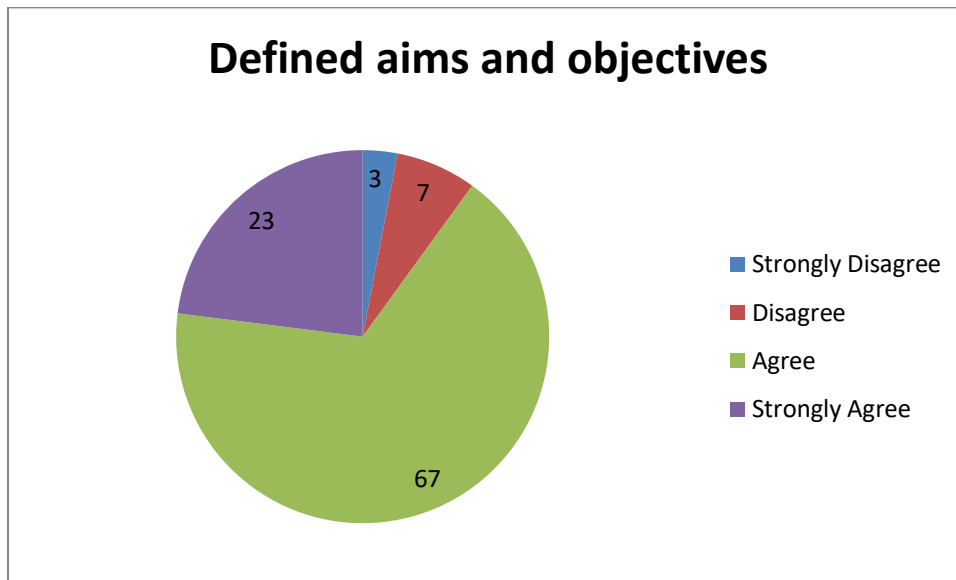


Figure: Percentage distribution on understanding of aims and objectives of the curriculum

### 6. Infrastructure

Students often frown upon the overall infrastructure of their campuses. A few colleges are skeptical about the difference between the science and arts faculties in terms of facilities. The entire campus has been changed and improved over the last decade, due to which washrooms are cleaner, seminar halls are constructed and general provisions in terms of electricity and cleanliness have been made better. When the alumni were asked to respond to the infrastructure facilities of the college 93% agree that the infrastructure has improved and has been consistently maintained

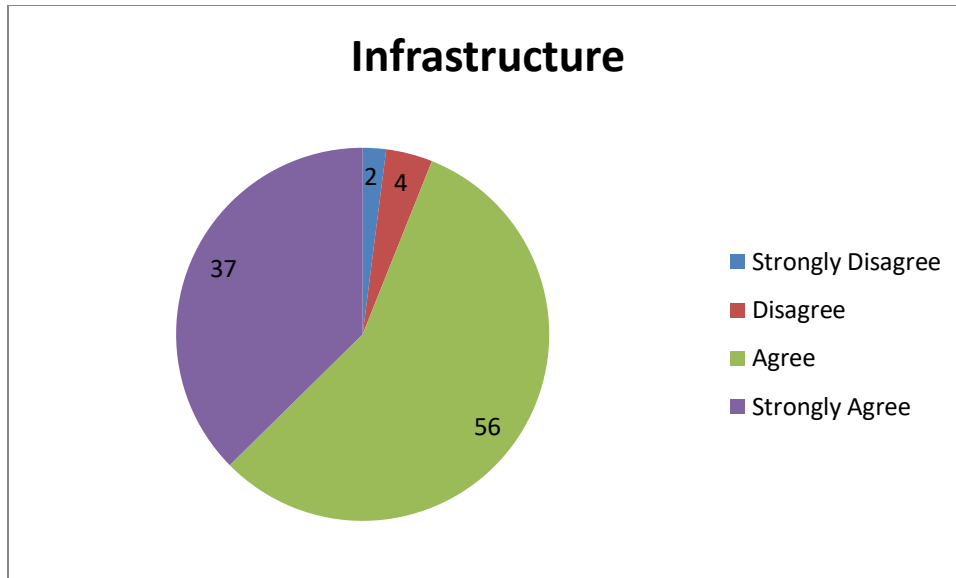


Figure: Percentage distribution of response to satisfactory infrastructural facilities in the campus.

### 7. Sufficient books in library

Regarding the availability of books 73% agree that books are available in the college library were as 27% disagree with the availability notion.

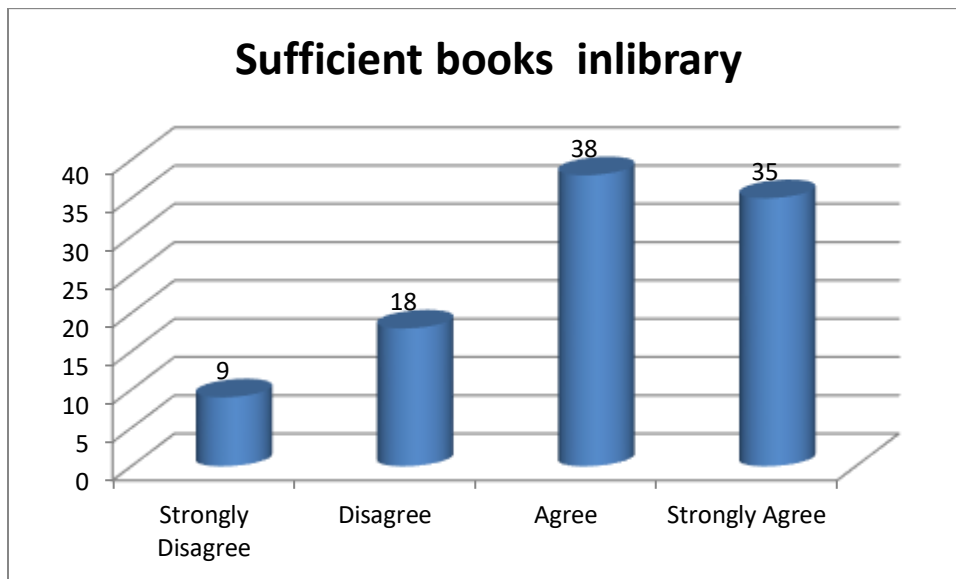


Figure: Percentage distribution of response on availability of book in the library.

### 8. Balanced theory and practical's

When asked to respond regarding the balance between theory and practical's in the syllabus 73% agree that the syllabus is balanced where as 23% disagreed with the notion.

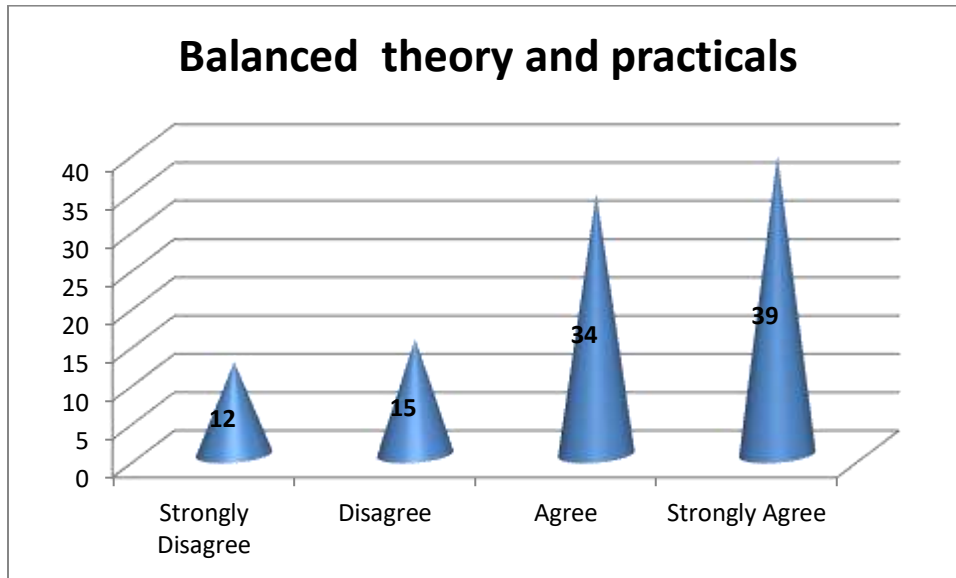


Figure: Perception on balance between theory and practical's in the syllabus.

### 9. Course increased knowledge

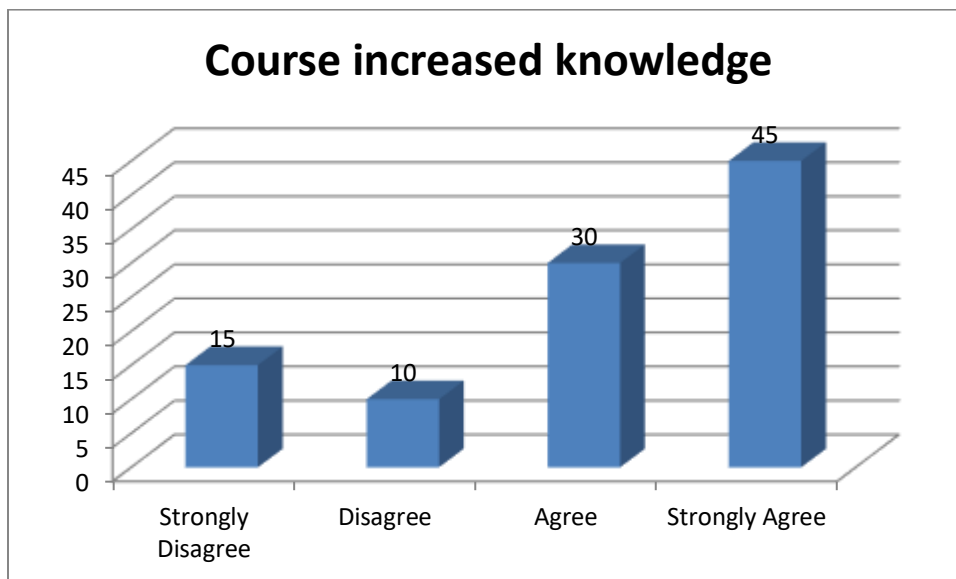


Figure: Perception on increased knowledge at end of course.

Majority of the alumni 75% agree that the course improved their knowledge in the subject whereas 25% responded negatively.

## 10. Syllabus creates interest or motivates for higher education

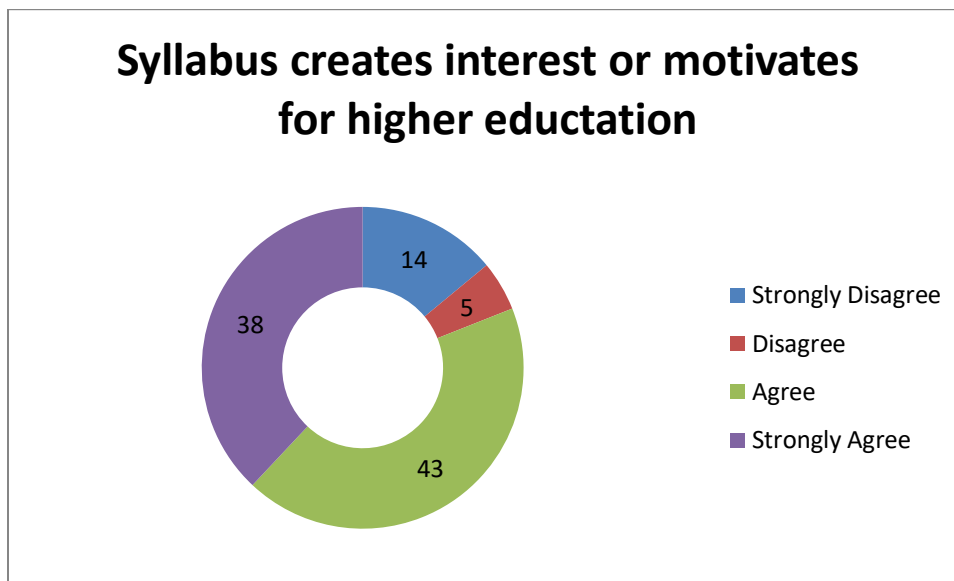


Figure: Perception on motivation for higher education.

When asked to respond to the question if the syllabus created interest in them and motivates them to go for higher education 81% responded saying that they agree with the notion that they have been motivated for pursuing higher education.

### **DEPARTMENTAL ALUMNI FEEDBACK**

#### **A. Physics Department**

Figure 1 represents the consolidated histogram for the feedback collected from the last three batches i.e. 2015-2018, 2014-2017 and 2013-2016. Some of the major outcomes of the exercise were

1. For all of the questions the majority of the alumni replied with a strongly agree or agree option.
2. None of the alumni opinioned with a disagree or strongly disagree on the question on the Department's infrastructure. This indicates the strength of the department which it needs to consolidate in the years ahead.
3. Some of the strongest apprehensions among the alumni is on the availability of books and striking a balance between theory and practical's of the course work.
4. Concerns about the gap between the current industry requirements and the syllabus and curriculum contribution to development of employability skills were indicative.

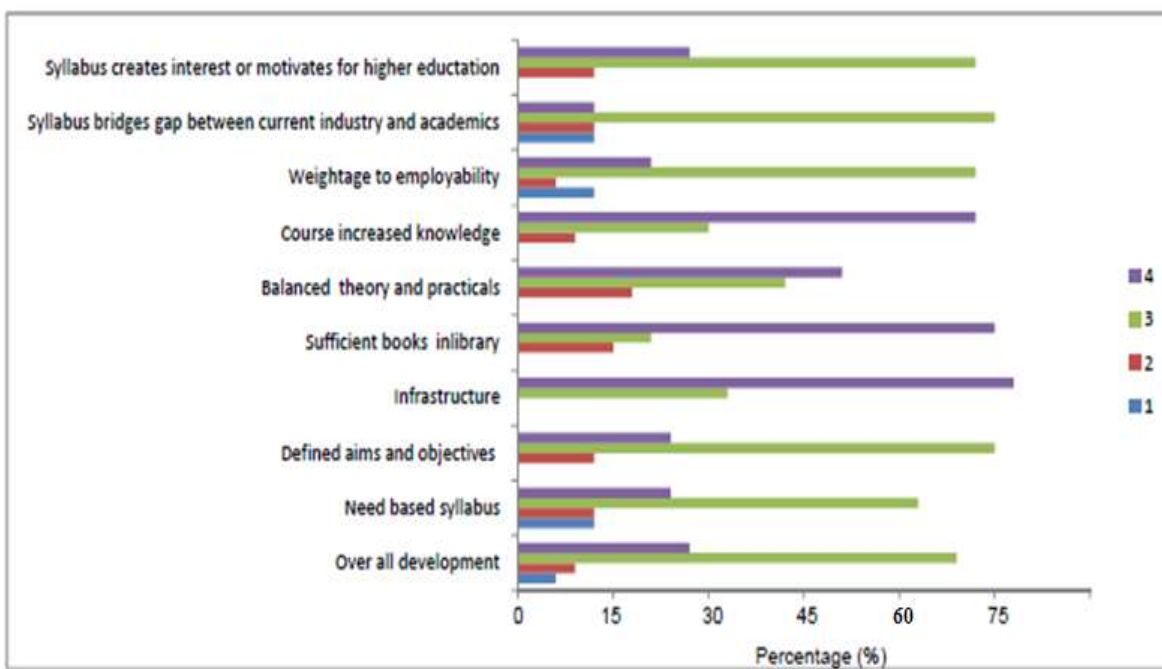


Figure 1: Histogram of alumni feedback for last three batches of the department

### B. Zoology Department

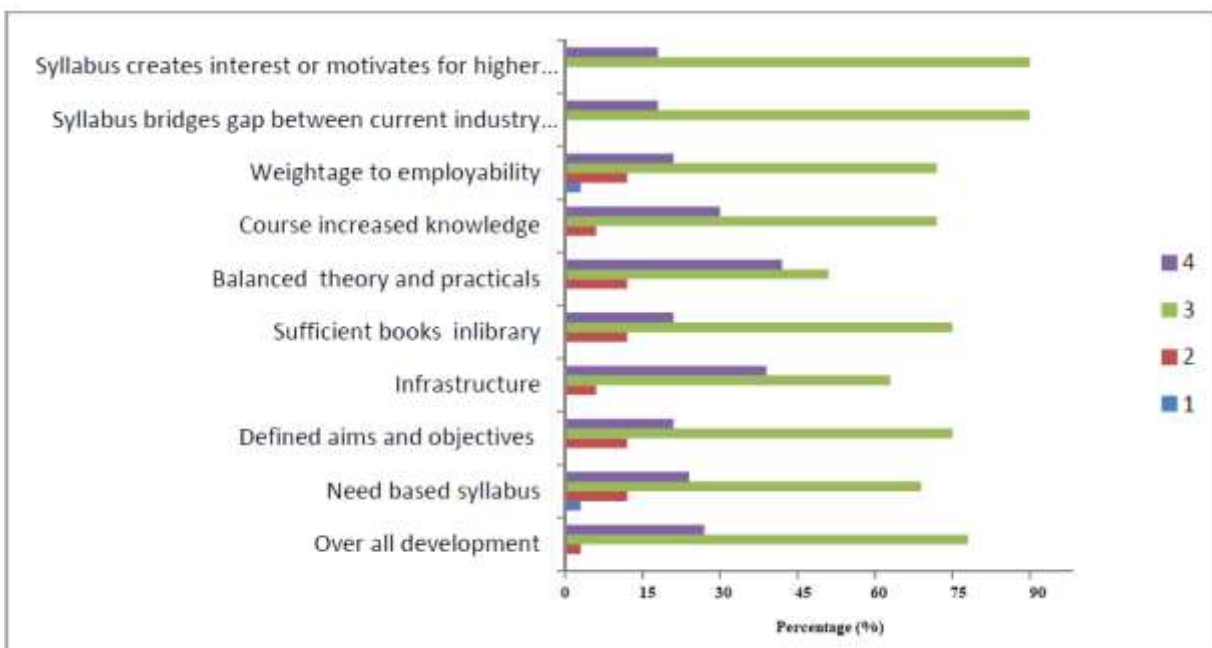


Figure 2: Histogram of alumni feedback for last three batches of the department



Figure 2 represents the consolidated histogram for the feedback collected from the last three batches i.e. 2015-2018, 2014-2017 and 2013-2016. Some of the major outcomes of the exercise were

1. For all of the questions the majority of the alumni replied with an agree option.
2. Some of the strongest apprehensions among the alumni is on the weightage of syllabus on the employability and the syllabus becoming need based.
3. About 15% of the alumni were concerned about the lack of books in the library and about striking a balance in the syllabus between theory and practical's.

### C. Mathematics Department

Figure 3 represents the consolidated histogram for the feedback collected from the last five batches i.e. 2015-2018, 2014-2017, 2013-2016, 2012-2015 and 2011-2014. Some of the major outcomes of the exercise were

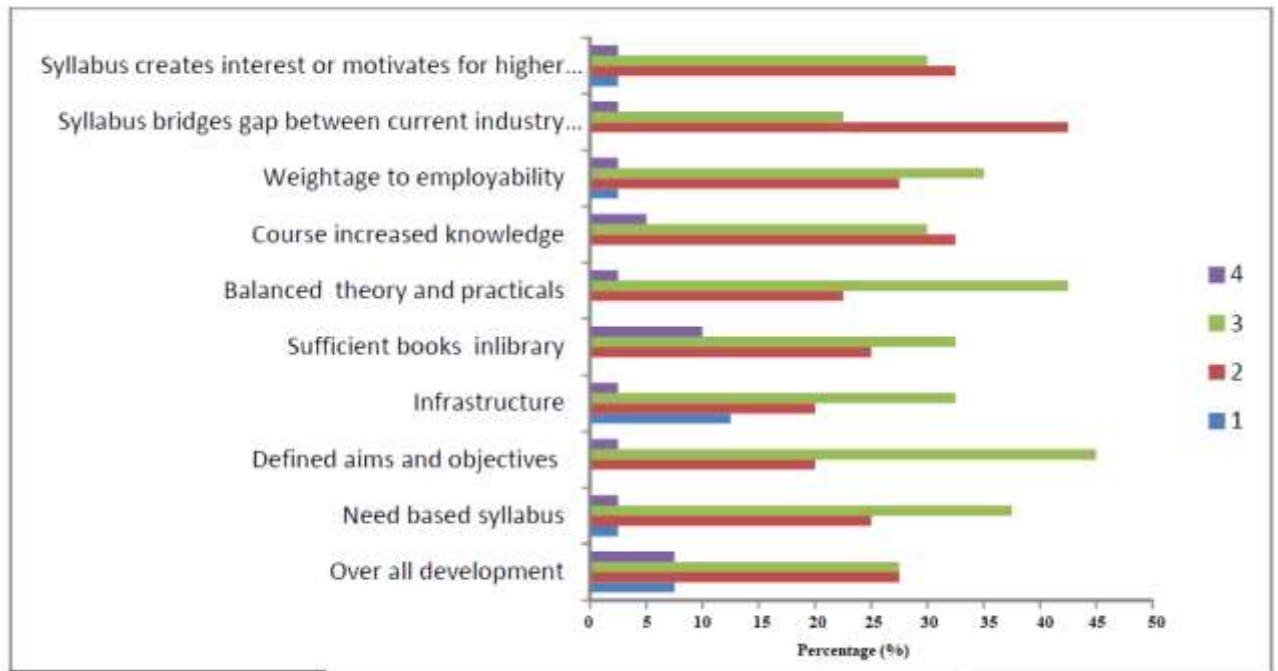


Figure 3: Histogram of alumni feedback for last five batches of the department

1. For 60% of the questions the majority of the alumni replied with an agree option.
2. For almost all questions a very sizeable majority replied with a disagree. The most concerned replies were on questions on parity between industry demand and syllabus, motivation to

higher education and increase in knowledge. These areas appear to be grey and need serious retrospection.

3. The alumni were equally divided on the philosophy that the course offered/did not offer an overall development of the students

#### D. History Department

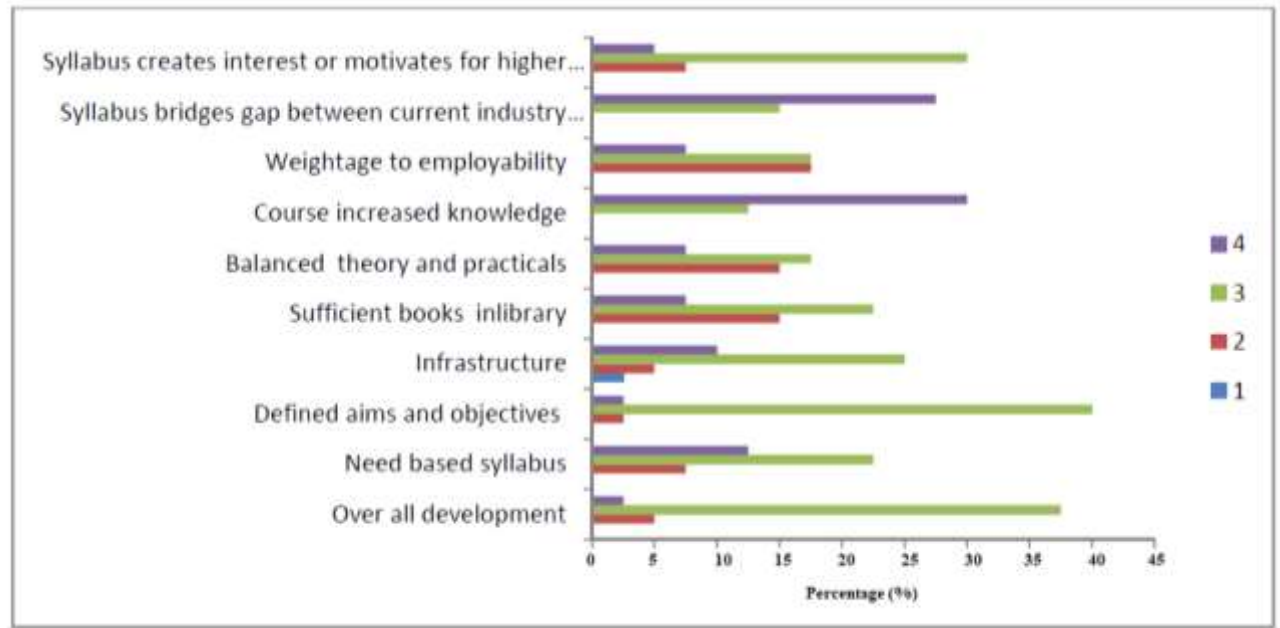


Figure 4: Histogram of alumni feedback for last five batches of the department

Figure 4 represents the consolidated histogram for the feedback collected from the last five batches i.e. 2015-2018, 2014-2017, 2013-2016, 2012-2015 and 2011-2014. Some of the major outcomes of the exercise were

1. For all of the questions the majority of the alumni replied with a strongly agree or agree option.
2. Some of the concerns of the alumni were on the department's infrastructure and the weightage of the syllabus to employability.

### **E. English Department**

Figure 5 represents the consolidated histogram for the feedback collected from the last five batches i.e 2015-2018, 2014-2017, 2013-2016, 2012-2015 and 2011-2014. Some of the major outcomes of the exercise were

1. For 70% of the questions the majority of the alumni replied with an agree option whereas for 30% of the questions the feedback was disagree.
2. The major concerns were on availability of text books, department infrastructure, gap between syllabus and industry needs and increase in knowledge.

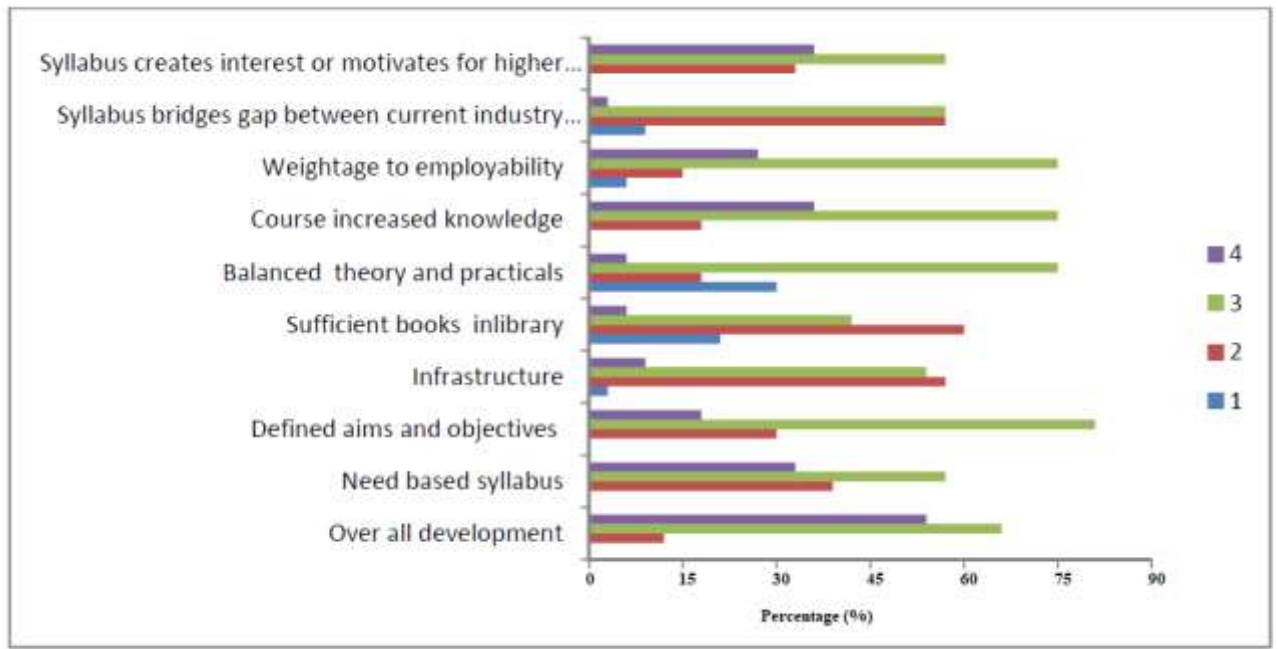


Figure 5: Histogram of alumni feedback for last five batches of the department

### F. Economics Department

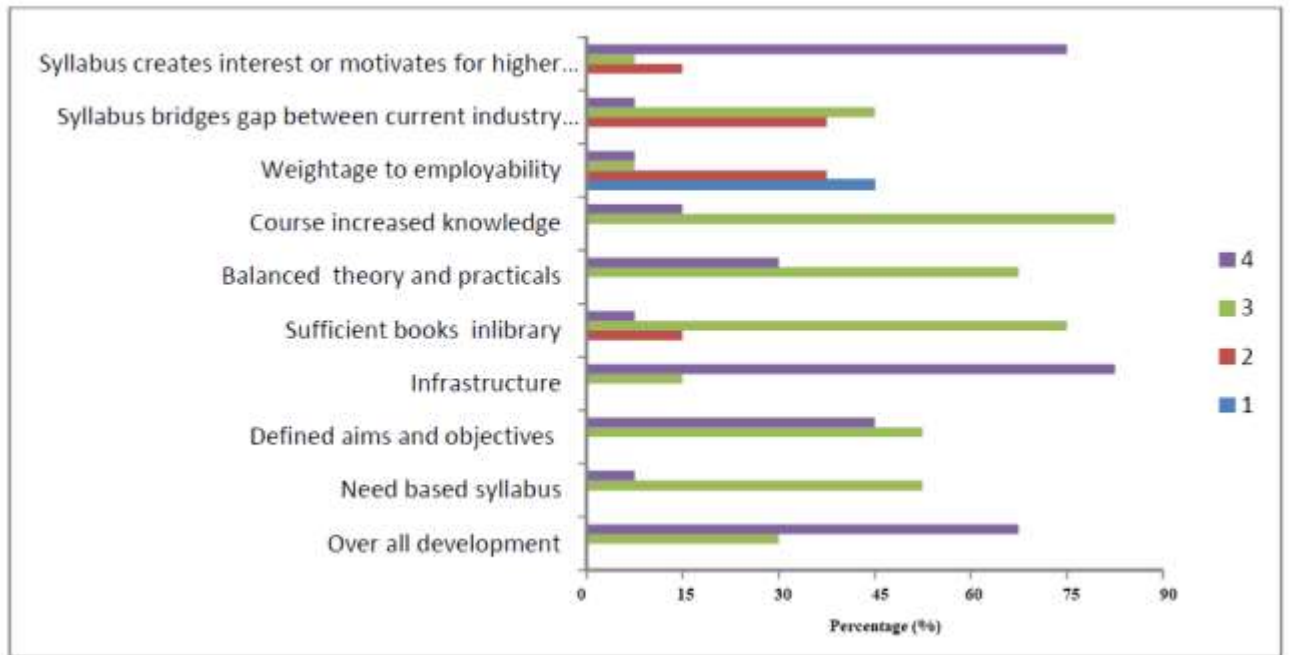


Figure 6: Histogram of alumni feedback for last three batches of the department

Figure 6 represents the consolidated histogram for the feedback collected from the last three batches i.e 2015-2018, 2014-2017 and 2013-2016. Some of the major outcomes of the exercise were

1. For 60% of the questions concerning syllabus, overall development, department infrastructure the alumni responded with agree or strongly agree option indicating a very high level of curriculum satisfaction.
2. A major concern of the alumni was on the key employability skills. A strongly disagree option by the alumni shows the disconnect between employability and curriculum.
3. The level of motivation for higher education was highest for the alumni.

### G. Commerce Department

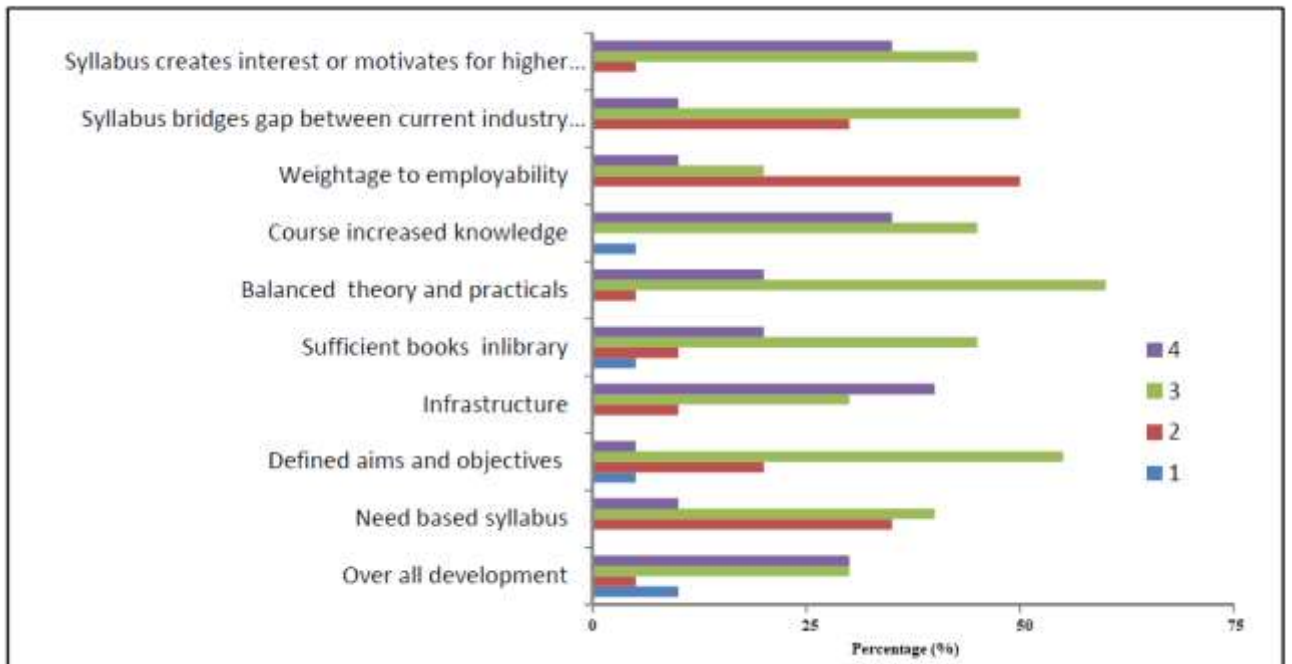


Figure 7: Histogram of alumni feedback for first batch of the department

Figure 7 represents the consolidated histogram for the feedback collected from the first batch of students who passed out of the campus. Some of the major outcomes of the exercise were

1. For 60% of the questions the majority of the alumni replied with an agree option.
2. A major concern of the alumni was on the key employability skills. A strongly disagree option by the alumni shows the disconnect between employability and curriculum.
3. Some of the alumni raised apprehension on the insufficiency of books, lack of defined aims and objectives of the course and increase in knowledge on course completion.

## H. Botany Department

Figure 8 represents the consolidated histogram for the feedback collected from the last five batches i.e 2015-2018, 2014-2017, 2013-2016, 2012-2015 and 2011-2014. Some of the major outcomes of the exercise were

1. For all of the questions the majority of the alumni replied with a strongly agree or agree option.
2. A good percentage of the alumni were apprehensive with a disagree option for all the questions. Major concerns were on issues like lack of increase in knowledge, department infrastructure and over all development.

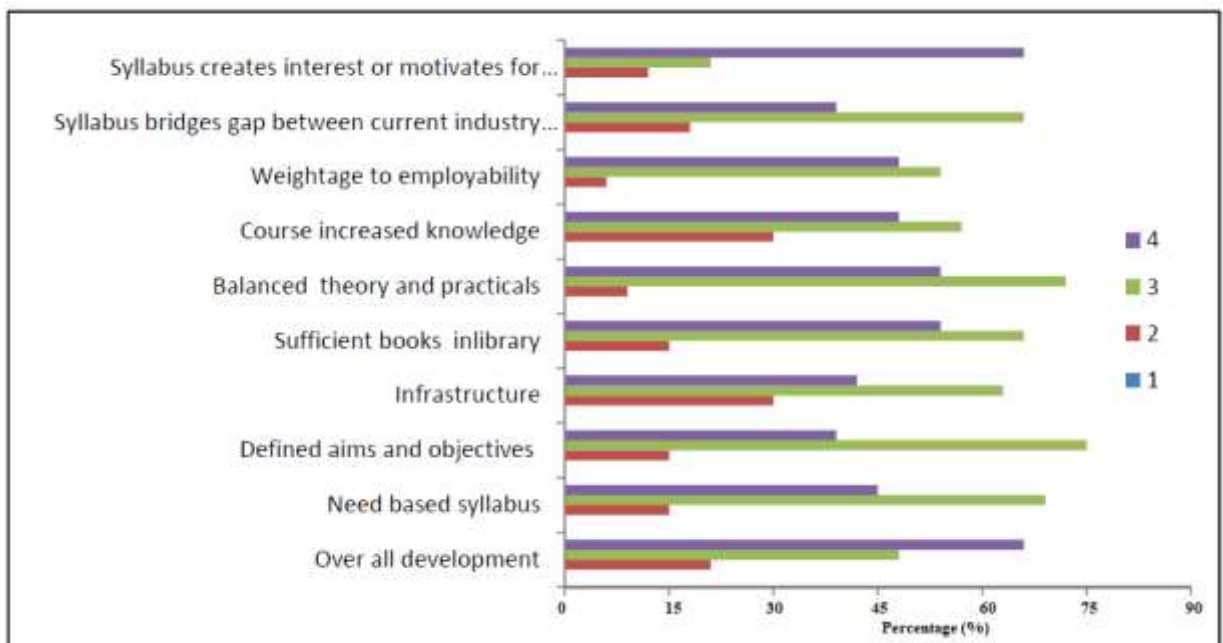


Figure 8: Histogram of alumni feedback for first batch of the department