

BCM

BISHOP CHULAPARAMBIL MEMORIAL
COLLEGE | KOTTAYAM

Sapientia et Gratia - Wisdom and Grace



FEEDBACK ON CURRICULUM- STUDENTS

2022-23

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A handwritten signature in black ink, appearing to read "Stephy P Thomas".

DR. STEPHY THOMAS
Principal In Charge
Bishop Chulaparambil Memorial College
Kottayam, Kerala

1. INTRODUCTION

Feedback plays an essential role in curriculum delivery. It is a regular practice of the IQAC committee to collect feedback on the curriculum from stakeholders, students, teachers, alumni, and employers, for the betterment of the institution. To implement this, a feedback committee is constituted. The committee collects and analyses the feedback and gives suggestions to the appropriate bodies.

2. FEEDBACK COMMITTEE (2022-23)

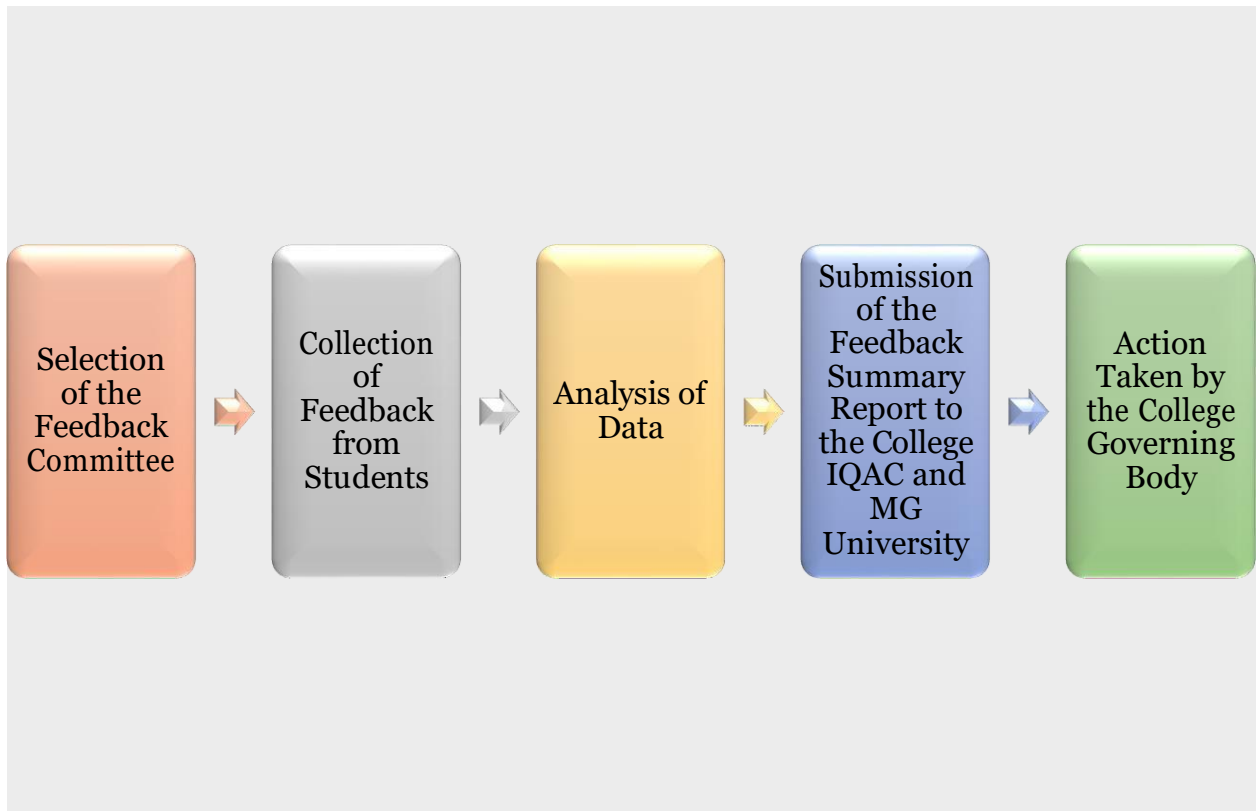
This year's feedback committee consisted of Dr.Elizabeth V John(Department of Physics), CA Dr Reshma Rachel Kuruvilla(Department of Commerce), Prof Jaisy Joy(Department of Chemistry) and Prof. Suman Abraham(Department of History). This Committee would be responsible for distributing, collecting, filing, analysing and directing the actions taken based on the feedback. This committee acts as an advisory body to the council, allowing them to make changes based on the feedback collected from the previous year. The collected feedback is analysed and suggestions are made to the committee based on the report.

3. FEEDBACK METHODOLOGY

The feedback is collected from the students by distributing a well-structured questionnaire randomly. Students' feedback is also collected through personal interactions with teachers, open house meetings etc. After collecting the feedback, it is put for further analysis, and the summary is submitted to IQAC for different implementation. Once the IQAC is convinced of the changes, they put it forward to the Governing Body, where the changes are implemented. The feedback summary report is submitted to MG University also.

STUDENTS' FEEDBACK SOURCES	Questionnaire
	Oral Interactions with teachers
	Open House Meetings

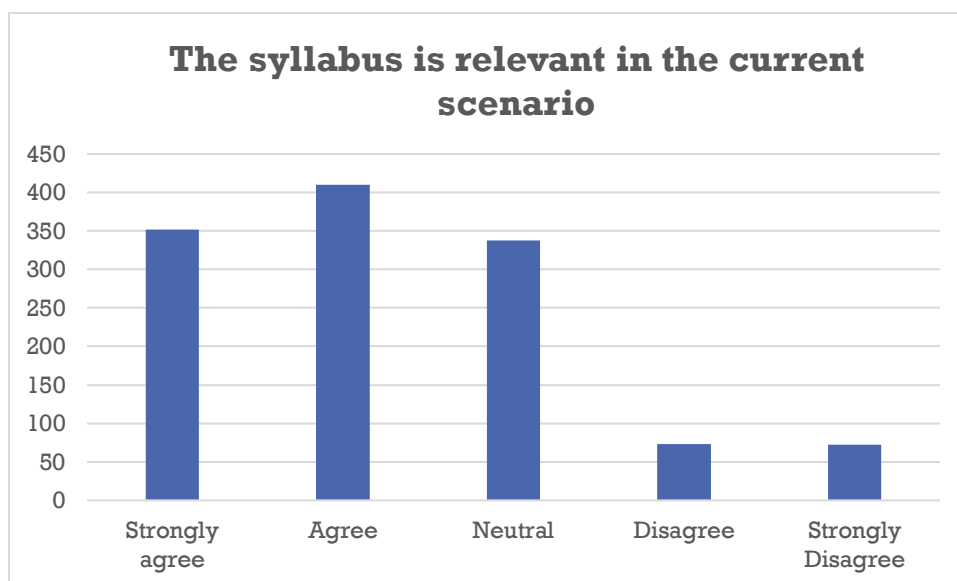
4. FEEDBACK PROCESS



5. FEEDBACK ANALYSIS OF STUDENTS

Total number of responses: **1245**

5.1 The syllabus is relevant in the current scenario

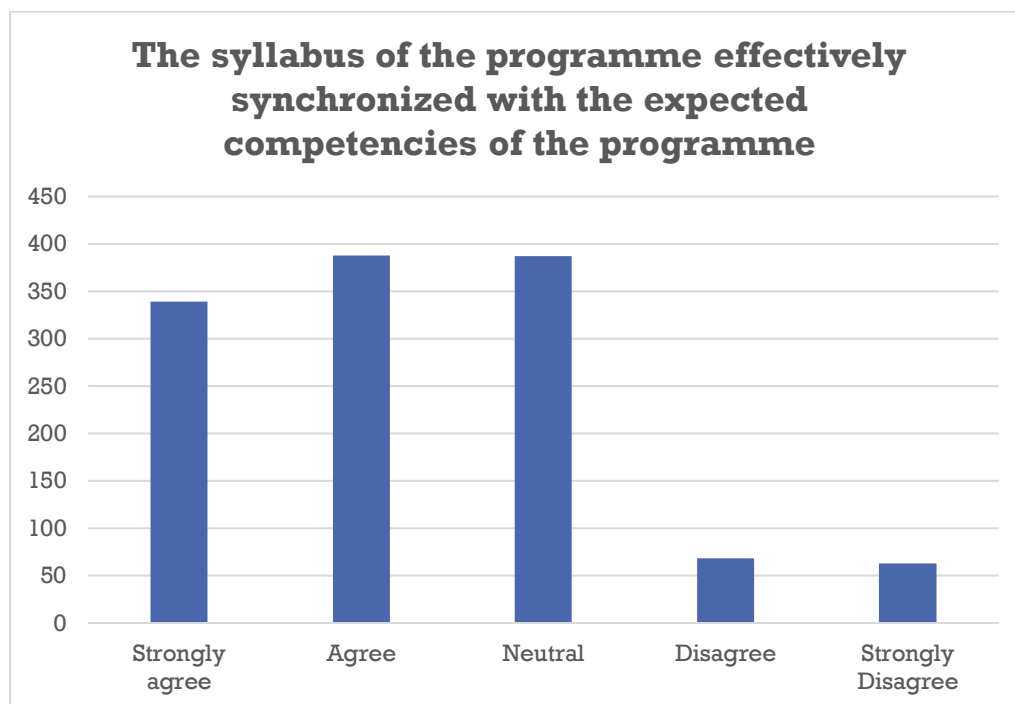


PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	30	33	26	4	5	98
B.A. English Language and Literature Model I	45	35	12	8	2	102
B.A. English Language and Literature Model II(Administrative Assistant)	8	14	6	3	2	33
B.A. English Language, Communication and Journalism Model III	3	5	7	3	2	20
B.A. History Model I	12	20	23	25	23	103
B.A. Sociology Model I	13	23	21	1	0	58
B.Com. Computer Application Model I	20	38	2	1	1	62
B.Com. Finance and Taxation Model I	45	44	54	5	8	156
B.Sc. Botany Model I	27	27	5	0	0	59
B.Sc. Chemistry Model I	22	13	5	3	2	45
B.Sc. Computer Science Model III	15	12	3	3	7	40
B.Sc. Family and Community Science Model I	13	16	19	1	1	50
B.Sc. Food Science and Quality Control Model III	14	22	29	1	2	68
B.Sc. Mathematics Model I	12	18	5	2	3	40
B.Sc. Physics Model I	14	10	14	1	1	40
B.Sc. Zoology Model I	14	13	33	1	1	62
M Com Finance and Taxation	1	5	5	1	2	14
M Com Marketing and International Business	1	2	2	2	1	8
M.A. English (Aided)	12	14	15	2	4	47
M.A. English (S.F.)	6	4	3	0	1	14
M.S.W	13	23	21	1	0	58
M.Sc. Mathematics	4	8	17	3	3	35
MSc Child Development and Behavioural Science	4	5	2	1	0	12
MSc Statistics	4	6	9	1	1	21
Grand Total	352	410	338	73	72	1245

There is a positive perception regarding the relevance of the syllabus in the current scenario. However, there are variations in response patterns across different programs, indicating potential areas for improvement or revision in certain syllabus

components to enhance relevance. Programs that received a higher number of Neutral responses may benefit from periodic reviews and updates to ensure alignment with evolving industry demands and educational standards.

5.2 The syllabus of the programme effectively synchronized with the expected competencies of the programme



Across various programs, there is a general trend of agreement regarding cognitive growth, indicating that the majority of respondents perceive the curriculum as conducive to intellectual development.

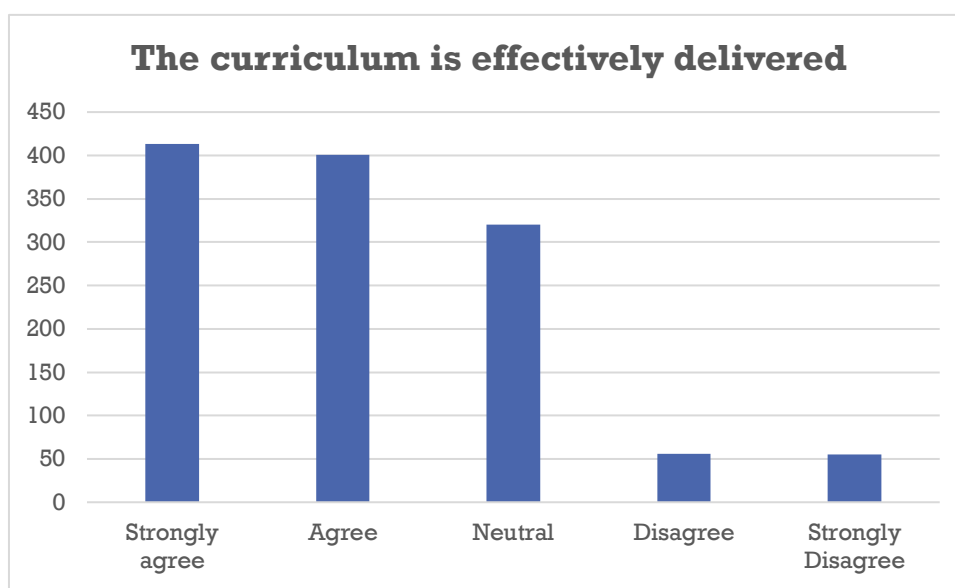
Emotional growth shows significant variations across programs, with some programs receiving higher agreement levels than others. This suggests the need for further examination and potential enhancements in curricular approaches to better support emotional development.

PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	30	34	26	3	5	98
B.A. English Language and Literature Model I	20	39	34	4	5	102
B.A. English Language and Literature Model II(Administrative Assistant)	7	16	8	1	1	33

B.A. English Language, Communication and Journalism Model III	5	6	6	1	2	20
B.A. History Model I	15	38	37	5	8	103
B.A. Sociology Model I	14	15	27	1	1	58
B.Com. Computer Application Model I	31	13	15	1	2	62
B.Com. Finance and Taxation Model I	45	41	56	5	9	156
B.Sc. Botany Model I	14	17	13	9	6	59
B.Sc. Chemistry Model I	12	14	7	10	2	45
B.Sc. Computer Science Model III	12	13	6	6	3	40
B.Sc. Family and Community Science Model I	8	22	17	2	1	50
B.Sc. Food Science and Quality Control Model III	16	21	28	1	2	68
B.Sc. Mathematics Model I	18	13	5	2	2	40
B.Sc. Physics Model I	12	8	19	1	0	40
B.Sc. Zoology Model I	15	17	23	4	3	62
M Com Finance and Taxation	4	3	3	2	2	14
M Com Marketing and International Business	2	1	2	2	1	8
M.A. English (Aided)	14	19	11	1	2	47
M.A. English (S.F.)	4	4	3	1	2	14
M.S.W	14	15	27	1	1	58
M.Sc. Mathematics	12	10	10	2	1	35
MSc Child Development and Behavioural Science	6	4	2	0	0	12
MSc Statistics	9	5	2	3	2	21
Grand Total	339	388	387	68	63	1245

Social growth also exhibits variations, with certain programs being more effective in fostering social skills and collaboration among students compared to others. This highlights the importance of designing curriculum components that prioritize social interaction and community engagement. Based on the evaluation data, it can be concluded that while the curriculum of many programs demonstrates effectiveness in ensuring cognitive growth, there is room for improvement in addressing emotional and social growth aspects. Future curriculum revisions and pedagogical approaches should focus on integrating strategies that promote holistic student development, encompassing cognitive, emotional, and social dimensions

5.3 The curriculum is effectively delivered



There is a positive perception regarding the effectiveness of curriculum delivery across various academic programs, as evidenced by the high number of Strongly Agree and Agree responses.

While the majority of programs received positive feedback, there are variations in response patterns, suggesting potential areas for improvement or refinement in curriculum delivery methods.

Programs with a higher number of Neutral responses may benefit from further evaluation and adjustments to enhance the overall delivery experience for students.

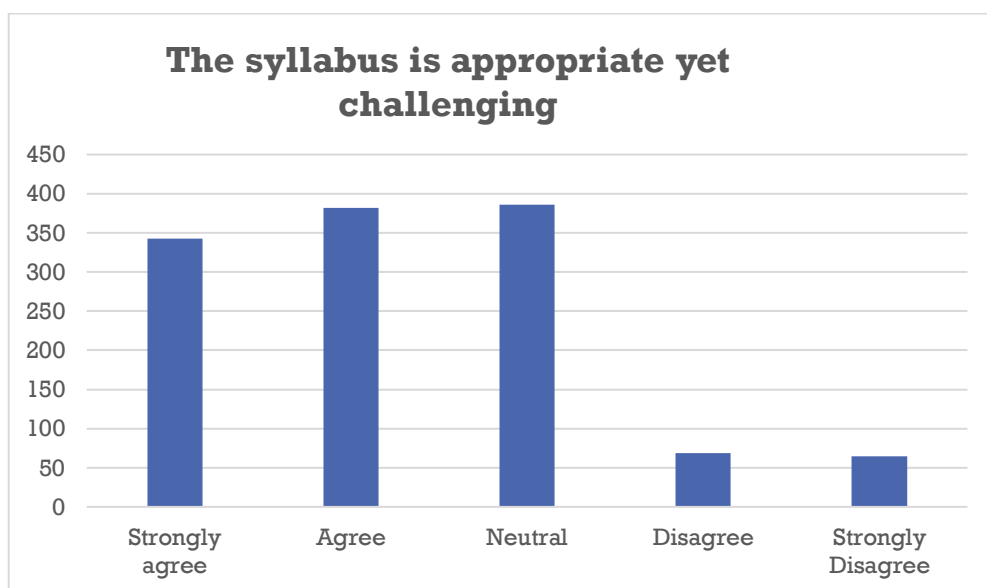
PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	33	34	22	4	5	98
B.A. English Language and Literature Model I	34	32	27	6	3	102
B.A. English Language and Literature Model II(Administrative Assistant)	5	20	5	1	2	33
B.A. English Language, Communication and Journalism Model III	4	7	4	4	1	20

B.A. History Model I	37	36	17	6	7	103
B.A. Sociology Model I	14	25	18	0	1	58
B.Com. Computer Application Model I	42	18	1	0	1	62
B.Com. Finance and Taxation Model I	46	49	47	7	7	156
B.Sc. Botany Model I	19	16	11	5	8	59
B.Sc. Chemistry Model I	11	12	10	6	6	45
B.Sc. Computer Science Model III	16	8	16	0	0	40
B.Sc. Family and Community Science Model I	24	12	13	1	0	50
B.Sc. Food Science and Quality Control Model III	23	12	31	1	1	68
B.Sc. Mathematics Model I	18	13	5	2	2	40
B.Sc. Physics Model I	17	9	14	0	0	40
B.Sc. Zoology Model I	11	26	22	2	1	62
M Com Finance and Taxation	5	5	3	0	1	14
M Com Marketing and International Business	3	2	1	1	1	8
M.A. English (Aided)	10	8	22	4	3	47
M.A. English (S.F.)	5	5	2	1	1	14
M.S.W	14	25	18	0	1	58
M.Sc. Mathematics	13	14	3	3	2	35
MSc Child Development and Behavioural Science	3	6	3	0	0	12
MSc Statistics	6	7	5	2	1	21
Grand Total	413	401	320	56	55	1245

5.4 The syllabus is appropriate yet challenging

PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	28	23	35	5	7	98
B.A. English Language and Literature Model I	23	41	27	5	6	102
B.A. English Language and Literature Model II(Administrative Assistant)	2	14	14	1	2	33
B.A. English Language, Communication and Journalism Model III	5	4	8	2	1	20
B.A. History Model I	21	43	27	7	5	103
B.A. Sociology Model I	19	11	28	0	0	58

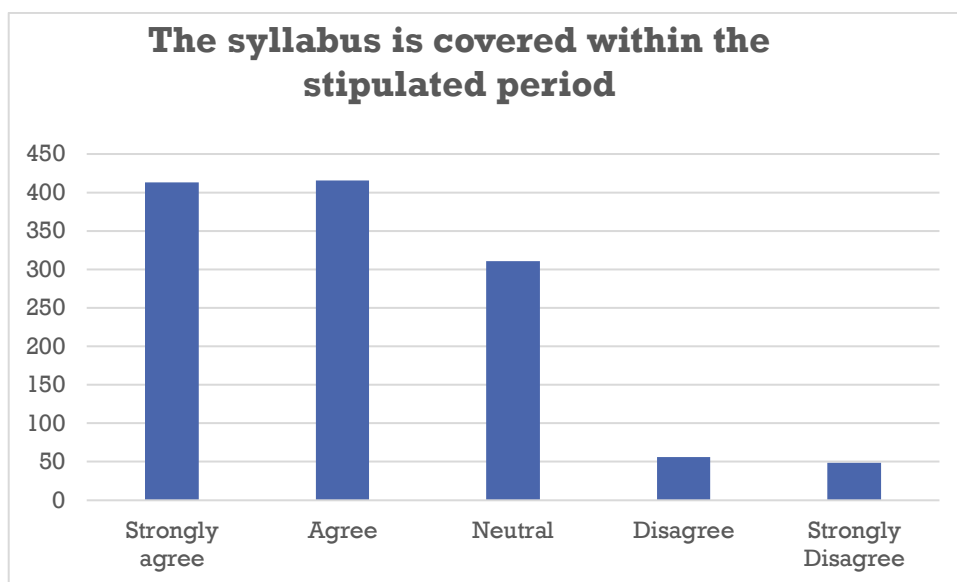
B.Com. Computer Application Model I	26	17	14	2	3	62
B.Com. Finance and Taxation Model I	45	43	49	10	9	156
B.Sc. Botany Model I	23	21	6	3	6	59
B.Sc. Chemistry Model I	14	15	6	7	3	45
B.Sc. Computer Science Model III	13	12	9	3	3	40
B.Sc. Family and Community Science Model I	5	19	22	2	2	50
B.Sc. Food Science and Quality Control Model III	15	10	42	1	0	68
B.Sc. Mathematics Model I	14	15	8	1	2	40
B.Sc. Physics Model I	14	15	8	1	2	40
B.Sc. Zoology Model I	9	27	18	5	3	62
M Com Finance and Taxation	5	3	1	2	3	14
M Com Marketing and International Business	3	1	1	2	1	8
M.A. English (Aided)	12	12	20	2	1	47
M.A. English (S.F.)	5	3	5	1	0	14
M.S.W	19	11	28	0	0	58
M.Sc. Mathematics	9	12	8	4	2	35
MSc Child Development and Behavioural Science	6	3	1	1	1	12
MSc Statistics	8	7	1	2	3	21
Grand Total	343	382	386	69	65	1245



Based on the evaluation data, it can be concluded that the majority of respondents

perceive the syllabus as appropriate yet challenging across various academic programs. However, there are opportunities for refinement and adjustment to ensure optimal balance and consistency in meeting the diverse learning needs of students.

5.5 The syllabus is covered within the stipulated period

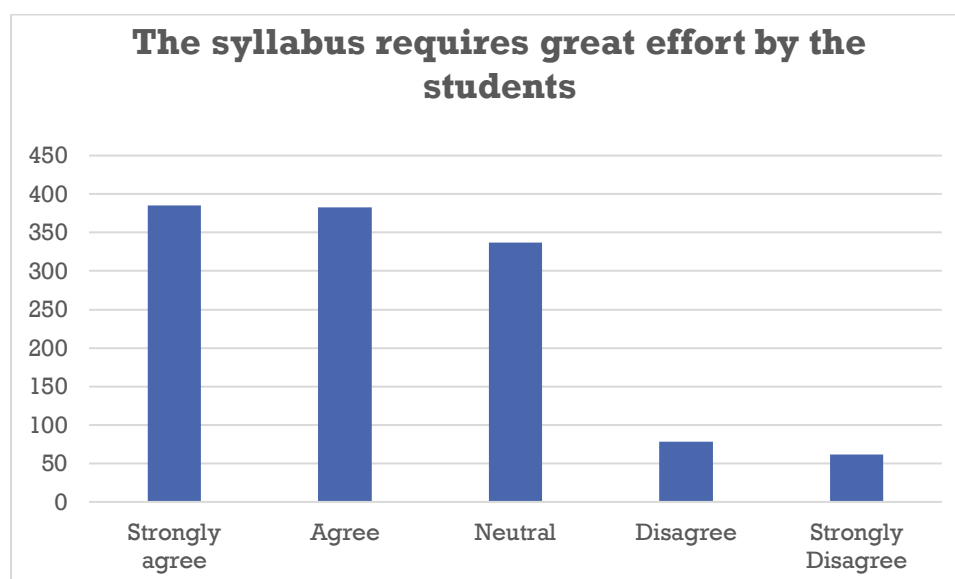


Overall, there is a positive perception regarding the coverage of the syllabus within the stipulated period across various academic programs. Based on the evaluation data, it can be concluded that the majority of respondents perceive the syllabus to be covered within the stipulated period across various academic programs.

PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	23	38	25	6	6	98
B.A. English Language and Literature Model I	21	40	30	7	4	102
B.A. English Language and Literature Model II(Administrative Assistant)	14	12	5	2	0	33
B.A. English Language, Communication and Journalism Model III	4	6	7	2	1	20
B.A. History Model I	22	55	23	2	1	103
B.A. Sociology Model I	21	19	18	0	0	58

B.Com. Computer Application Model I	32	13	17	0	0	62
B.Com. Finance and Taxation Model I	52	41	48	8	7	156
B.Sc. Botany Model I	21	20	9	4	5	59
B.Sc. Chemistry Model I	22	14	7	1	1	45
B.Sc. Computer Science Model III	15	11	4	5	5	40
B.Sc. Family and Community Science Model I	18	23	8	1	0	50
B.Sc. Food Science and Quality Control Model III	17	25	23	2	1	68
B.Sc. Mathematics Model I	20	12	4	1	3	40
B.Sc. Physics Model I	16	9	13	1	1	40
B.Sc. Zoology Model I	29	10	13	5	5	62
M Com Finance and Taxation	6	2	6	0	0	14
M Com Marketing and International Business	3	1	1	2	1	8
M.A. English (Aided)	9	19	15	1	3	47
M.A. English (S.F.)	6	4	2	1	1	14
M.S.W	21	19	18	0	0	58
M.Sc. Mathematics	14	13	5	2	1	35
MSc Child Development and Behavioural Science	2	5	2	2	1	12
MSc Statistics	5	5	8	1	2	21
Grand Total	413	416	311	56	49	1245

5.6 The syllabus requires great effort by the students



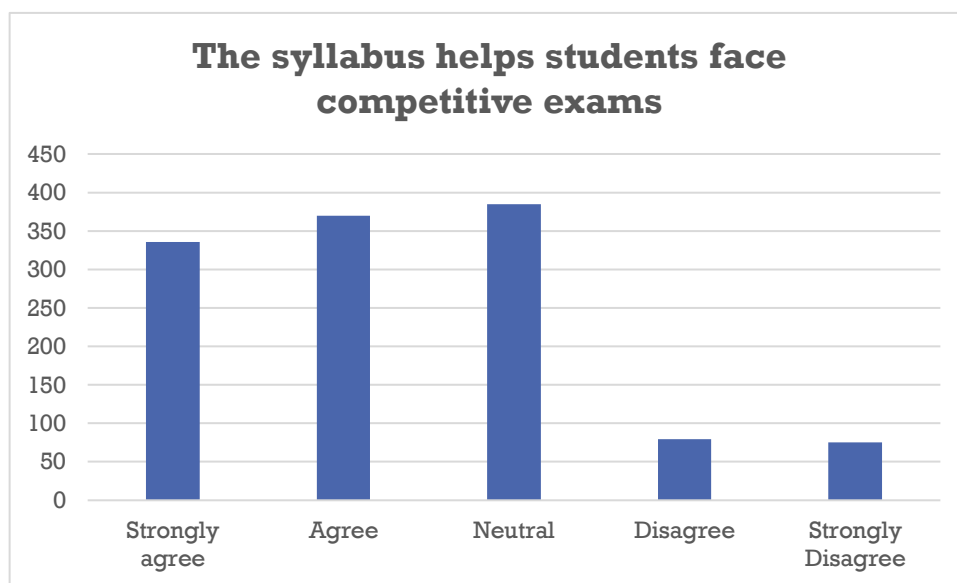
The feedback data suggests that there is a diverse range of opinions regarding the effort required by students to cope with the syllabus across different programs.

PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	28	29	30	8	3	98
B.A. English Language and Literature Model I	56	16	19	8	3	102
B.A. English Language and Literature Model II(Administrative Assistant)	7	15	8	2	1	33
B.A. English Language, Communication and Journalism Model III	6	3	8	2	1	20
B.A. History Model I	22	55	23	2	1	103
B.A. Sociology Model I	14	18	23	2	1	58
B.Com. Computer Application Model I	14	15	31	1	1	62
B.Com. Finance and Taxation Model I	52	45	49	3	7	156
B.Sc. Botany Model I	21	21	10	3	4	59
B.Sc. Chemistry Model I	22	14	3	3	3	45
B.Sc. Computer Science Model III	12	7	8	10	3	40
B.Sc. Family and Community Science Model I	12	15	20	2	1	50
B.Sc. Food Science and Quality Control Model III	21	24	16	4	3	68
B.Sc. Mathematics Model I	14	17	2	3	4	40
B.Sc. Physics Model I	9	15	11	3	2	40
B.Sc. Zoology Model I	14	16	19	6	7	62
M Com Finance and Taxation	5	5	2	1	1	14
M Com Marketing and International Business	2	1	2	2	1	8
M.A. English (Aided)	15	13	14	2	3	47
M.A. English (S.F.)	5	4	4	1	0	14
M.S.W	14	18	23	2	1	58
M.Sc. Mathematics	8	12	2	6	7	35
MSc Child Development and Behavioural Science	6	1	3	1	1	12
MSc Statistics	6	4	7	1	3	21
Grand Total	385	383	337	78	62	1245

While a substantial number of students may feel that the syllabus requires great effort, there is still a significant percentage (around 26%) who either disagree or strongly disagree. This variance suggests that individual perceptions of syllabus difficulty can be influenced by factors such as teaching methods, personal aptitude, and prior academic preparation.

Overall, the feedback highlights the importance of regularly assessing and adapting syllabi to ensure they strike an appropriate balance between challenging students and providing necessary support. It also underscores the need for educators to be attentive to students' feedback and concerns, offering assistance and resources where necessary to help students effectively navigate and succeed in their academic endeavors.

5.7 The syllabus helps students face competitive exams



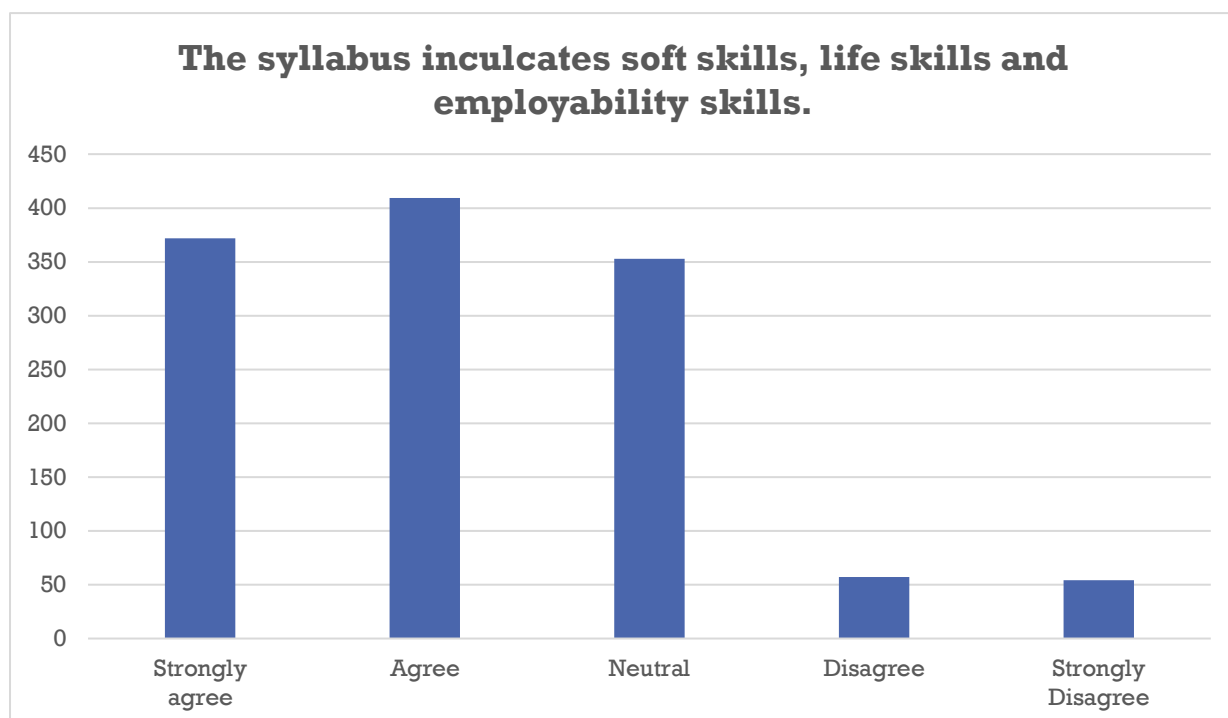
PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	31	30	23	5	9	98
B.A. English Language and Literature Model I	49	36	8	5	4	102
B.A. English Language and Literature Model II(Administrative Assistant)	10	14	3	4	2	33
B.A. English Language, Communication and Journalism Model	2	7	6	3	2	20

III						
B.A. History Model I	27	35	34	5	2	103
B.A. Sociology Model I	8	13	36	1	0	58
B.Com. Computer Application Model I	16	12	32	1	1	62
B.Com. Finance and Taxation Model I	47	40	36	18	15	156
B.Sc. Botany Model I	18	26	6	5	4	59
B.Sc. Chemistry Model I	12	11	14	3	5	45
B.Sc. Computer Science Model III	15	12	3	3	7	40
B.Sc. Family and Community Science Model I	10	14	19	3	4	50
B.Sc. Food Science and Quality Control Model III	12	15	33	4	4	68
B.Sc. Mathematics Model I	9	16	6	4	5	40
B.Sc. Physics Model I	8	16	12	2	2	40
B.Sc. Zoology Model I	10	13	32	4	3	62
M Com Finance and Taxation	4	4	3	2	1	14
M Com Marketing and International Business	3	2	2	0	1	8
M.A. English (Aided)	5	15	25	1	1	47
M.A. English (S.F.)	4	4	4	1	1	14
M.S.W	8	13	36	1	0	58
M.Sc. Mathematics	21	8	5	1	0	35
MSc Child Development and Behavioural Science	4	4	2	1	1	12
MSc Statistics	3	10	5	2	1	21
Grand Total	336	370	385	79	75	1245

Some students perceive the syllabus as beneficial for competitive exam preparation in certain programs, there is no consistent trend across all programs. This highlights the importance of regularly evaluating and refining syllabi to ensure they effectively support students in achieving their academic and career goals, including success in competitive exams.

Additionally, it underscores the need for educators to provide tailored support and resources to help students navigate the demands of competitive exam preparation effectively.

5.8 The syllabus inculcates soft skills, life skills and employability skills.



A significant portion of respondents (62.2%) either agree or strongly agree that the syllabus contributes to improving employability and life skills.

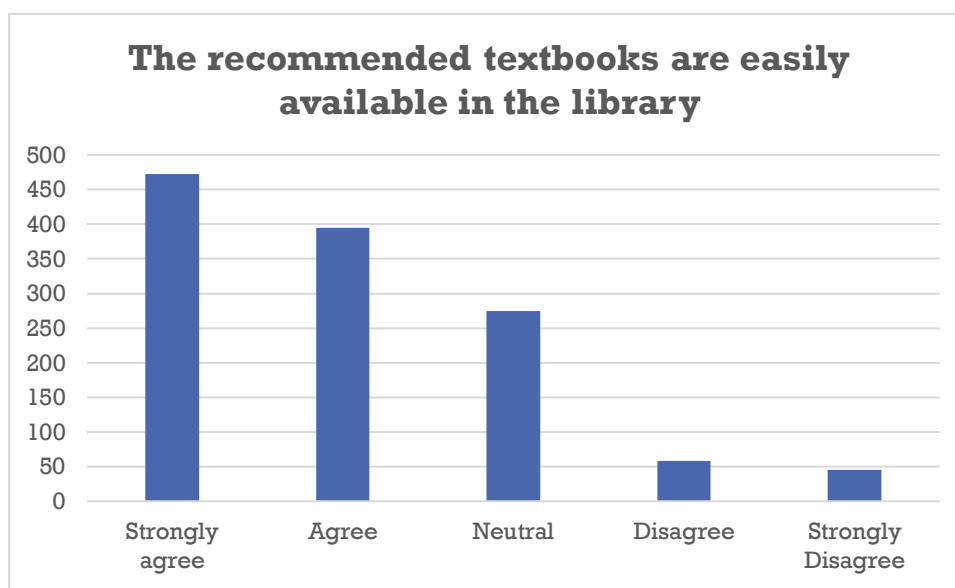
However, there is also a notable percentage of neutral responses (28.4%), indicating a need for further evaluation of the syllabus's impact.

PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	37	29	24	4	4	98
B.A. English Language and Literature Model I	35	25	34	6	2	102
B.A. English Language and Literature Model II(Administrative Assistant)	5	15	10	2	1	33
B.A. English Language, Communication and Journalism Model III	4	8	5	1	2	20
B.A. History Model I	32	34	30	4	3	103
B.A. Sociology Model I	9	16	31	1	1	58
B.Com. Computer Application Model I	13	18	30	1	0	62

B.Com. Finance and Taxation Model I	52	51	31	9	13	156
B.Sc. Botany Model I	24	25	7	2	1	59
B.Sc. Chemistry Model I	11	13	15	4	2	45
B.Sc. Computer Science Model III	15	15	3	5	2	40
B.Sc. Family and Community Science Model I	9	21	20	0	0	50
B.Sc. Food Science and Quality Control Model III	24	21	22	1	0	68
B.Sc. Mathematics Model I	16	10	9	2	3	40
B.Sc. Physics Model I	14	15	6	1	4	40
B.Sc. Zoology Model I	13	22	16	5	6	62
M Com Finance and Taxation	5	2	5	1	1	14
M Com Marketing and International Business	2	2	1	2	1	8
M.A. English (Aided)	10	17	18	1	1	47
M.A. English (S.F.)	5	4	4	1	0	14
M.S.W	9	16	31	1	1	58
M.Sc. Mathematics	13	17	1	1	3	35
MSc Child Development and Behavioural Science	3	6	0	1	2	12
MSc Statistics	12	7	0	1	1	21
Grand Total	372	409	353	57	54	1245

By reviewing and updating the curriculum, engaging stakeholders, and prioritizing soft skills development, academic programs can better prepare students for the challenges of the workforce and equip them with the necessary skills for success

5.9 The recommended textbooks are easily available in the library

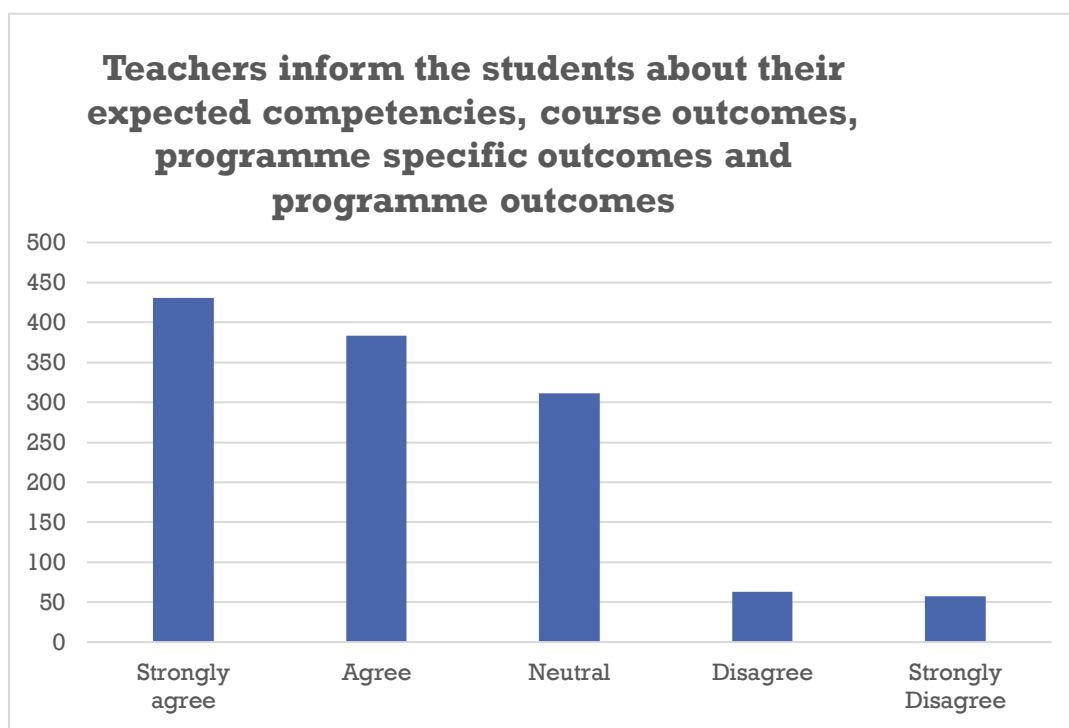


PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	36	32	25	5	0	98
B.A. English Language and Literature Model I	49	30	12	7	4	102
B.A. English Language and Literature Model II(Administrative Assistant)	12	13	6	1	1	33
B.A. English Language, Communication and Journalism Model III	6	7	6	1	0	20
B.A. History Model I	45	32	11	7	8	103
B.A. Sociology Model I	18	14	24	1	1	58
B.Com. Computer Application Model I	20	21	18	1	2	62
B.Com. Finance and Taxation Model I	44	50	44	10	8	156
B.Sc. Botany Model I	20	22	8	7	2	59
B.Sc. Chemistry Model I	19	18	6	0	2	45
B.Sc. Computer Science Model III	14	10	10	2	4	40
B.Sc. Family and Community Science Model I	25	16	9	0	0	50
B.Sc. Food Science and Quality Control Model III	26	20	22	0	0	68
B.Sc. Mathematics Model I	21	9	2	4	4	40
B.Sc. Physics Model I	17	18	3	1	1	40
B.Sc. Zoology Model I	17	21	20	3	1	62
M Com Finance and Taxation	6	3	1	2	2	14
M Com Marketing and International Business	2	3	1	1	1	8
M.A. English (Aided)	19	12	13	2	1	47
M.A. English (S.F.)	5	4	4	0	1	14
M.S.W	18	14	24	1	1	58
M.Sc. Mathematics	15	13	4	2	1	35
MSc Child Development and Behavioural Science	7	4	1	0	0	12
MSc Statistics	11	9	1	0	0	21
Grand Total	472	395	275	58	45	1245

While the majority of respondents perceive the availability of books in the library positively, there are areas for improvement identified through the feedback. It was suggested to Implement a system for tracking book usage and demand to ensure the library stocks materials that are frequently needed by students.

By addressing these recommendations, the library can better support students' academic endeavors and contribute to their overall learning experience.

5.10 Teachers inform the students about their expected competencies, course outcomes, programme specific outcomes and programme outcomes



PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	30	39	23	2	4	98
B.A. English Language and Literature Model I	41	32	19	6	4	102
B.A. English Language and Literature Model II(Administrative Assistant)	10	15	6	1	1	33
B.A. English Language, Communication and Journalism Model III	5	5	8	1	1	20
B.A. History Model I	52	23	10	12	6	103
B.A. Sociology Model I	12	14	29	2	1	58
B.Com. Computer Application Model I	22	17	20	1	2	62

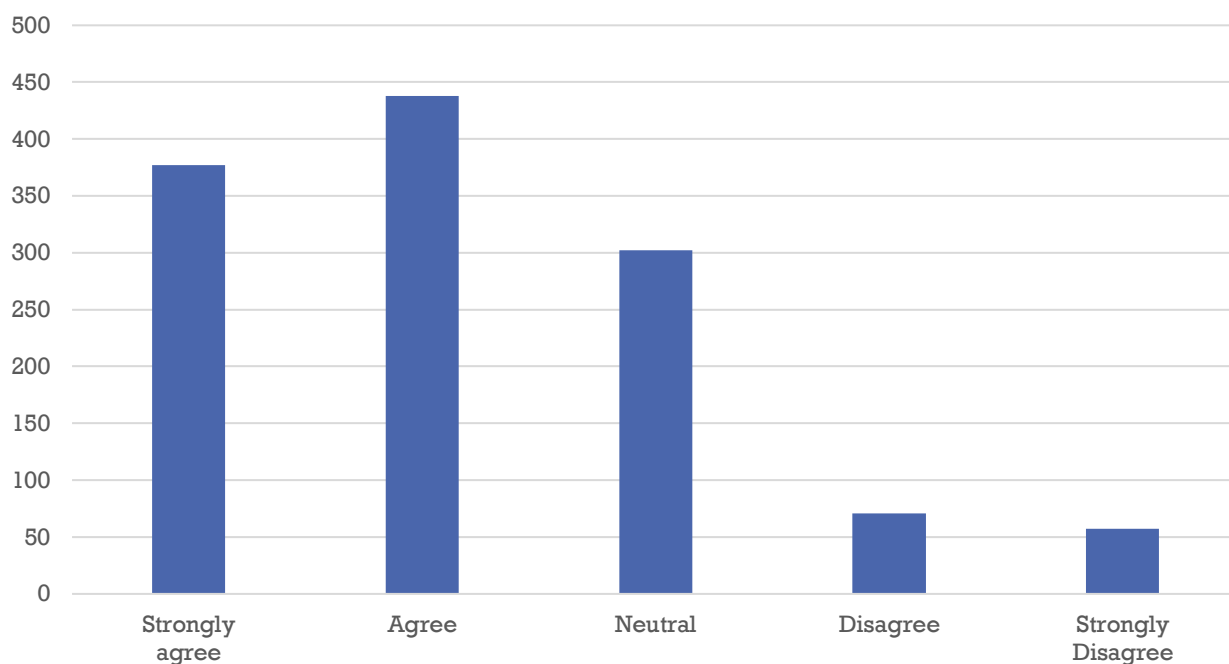
B.Com. Finance and Taxation Model I	52	40	50	6	8	156
B.Sc. Botany Model I	24	22	9	2	2	59
B.Sc. Chemistry Model I	15	14	10	4	2	45
B.Sc. Computer Science Model III	14	14	4	4	4	40
B.Sc. Family and Community Science Model I	16	15	18	0	1	50
B.Sc. Food Science and Quality Control Model III	25	21	19	2	1	68
B.Sc. Mathematics Model I	15	11	4	5	5	40
B.Sc. Physics Model I	8	20	9	1	2	40
B.Sc. Zoology Model I	23	14	22	1	2	62
M Com Finance and Taxation	4	5	1	1	3	14
M Com Marketing and International Business	2	2	1	2	1	8
M.A. English (Aided)	17	12	13	3	2	47
M.A. English (S.F.)	4	5	4	1	0	14
M.S.W	12	14	29	2	1	58
M.Sc. Mathematics	16	16	1	1	1	35
MSc Child Development and Behavioural Science	6	5	0	1	0	12
MSc Statistics	6	8	2	2	3	21
Grand Total	431	383	311	63	57	1245

A significant portion of respondents (61.7%) either agree or strongly agree that teachers inform students about their expected competencies and outcomes, indicating a positive perception of communication in this aspect. While there is a positive perception regarding the communication of expected competencies and outcomes to students, there are areas identified for improvement, particularly in ensuring consistency across programs and addressing neutral responses. By implementing the recommendations provided, academic institutions can enhance transparency and clarity in communicating expectations, ultimately facilitating student success and achievement of learning outcomes.

5.11 The restructured score sheet with provision for outcome-based scoring enabled better understanding of course outcomes and their relevance

This report evaluates the impact of the restructured score sheet, with provisions for outcome-based scoring, on the understanding of course outcomes and their relevance.

The restructured score sheet with provision for outcome-based scoring enabled better understanding of course outcomes and their relevance

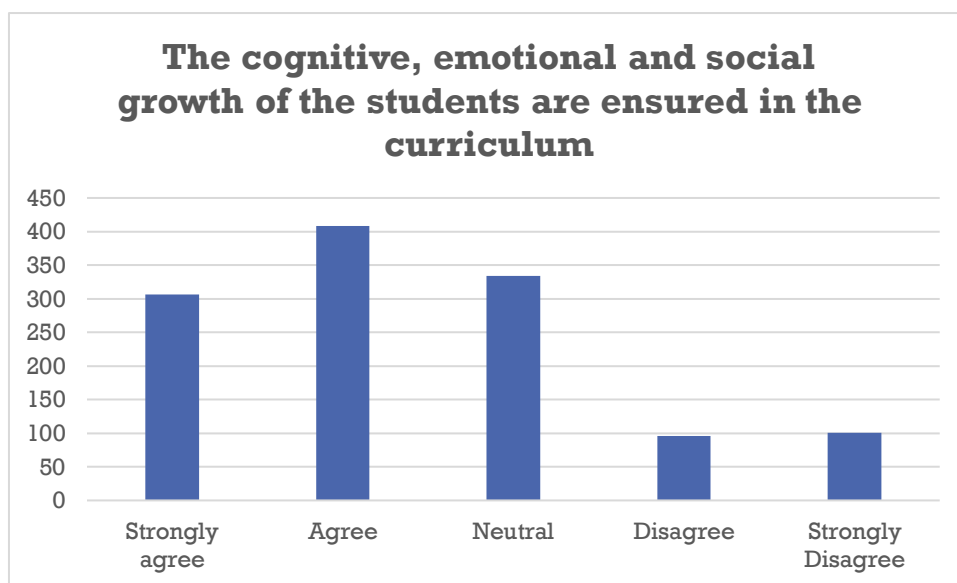


PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	27	46	20	4	1	98
B.A. English Language and Literature Model I	27	36	31	3	5	102
B.A. English Language and Literature Model II(Administrative Assistant)	14	10	3	3	3	33
B.A. English Language, Communication and Journalism Model III	5	4	8	2	1	20
B.A. History Model I	12	45	28	14	4	103
B.A. Sociology Model I	13	22	19	2	2	58
B.Com. Computer Application Model I	18	16	24	2	2	62
B.Com. Finance and Taxation Model I	55	48	37	7	9	156
B.Sc. Botany Model I	24	22	8	4	1	59
B.Sc. Chemistry Model I	13	13	14	5	0	45
B.Sc. Computer Science Model III	10	11	8	5	6	40
B.Sc. Family and Community Science Model I	18	15	16	1	0	50

B.Sc. Food Science and Quality Control Model III	24	23	17	2	2	68
B.Sc. Mathematics Model I	14	16	7	1	2	40
B.Sc. Physics Model I	14	12	10	2	2	40
B.Sc. Zoology Model I	26	16	14	3	3	62
M Com Finance and Taxation	7	3	1	1	2	14
M Com Marketing and International Business	2	1	2	1	2	8
M.A. English (Aided)	15	20	6	4	2	47
M.A. English (S.F.)	5	4	4	1	0	14
M.S.W	13	22	19	2	2	58
M.Sc. Mathematics	8	20	2	1	4	35
MSc Child Development and Behavioural Science	4	5	3	0	0	12
MSc Statistics	9	8	1	1	2	21
Grand Total	377	438	302	71	57	1245

Collected data suggests that the restructured score sheet with provisions for outcome-based scoring has had a positive impact on the understanding of course outcomes and their relevance among students. Implementing the recommendations outlined can further optimize the effectiveness of the score sheet in bolstering student learning and attainment of desired objectives within academic institutions.

5.12 The cognitive, emotional and social growth of the students are ensured in the curriculum



PROGRAMME	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Grand Total
B.A. Economics Model I	26	33	24	7	8	98
B.A. English Language and Literature Model I	12	27	50	6	7	102
B.A. English Language and Literature Model II(Administrative Assistant)	3	3	12	8	7	33
B.A. English Language, Communication and Journalism Model III	5	7	4	3	1	20
B.A. History Model I	14	24	38	13	14	103
B.A. Sociology Model I	7	25	21	2	3	58
B.Com. Computer Application Model I	24	27	4	3	4	62
B.Com. Finance and Taxation Model I	50	55	38	5	8	156
B.Sc. Botany Model I	27	14	9	2	7	59
B.Sc. Chemistry Model I	10	11	15	5	4	45
B.Sc. Computer Science Model III	14	13	4	3	6	40
B.Sc. Family and Community Science Model I	17	19	11	2	1	50
B.Sc. Food Science and Quality Control Model III	25	23	15	3	2	68
B.Sc. Mathematics Model I	15	14	8	2	1	40
B.Sc. Physics Model I	7	8	18	3	4	40
B.Sc. Zoology Model I	14	16	19	7	6	62
M Com Finance and Taxation	1	5	1	3	4	14
M Com Marketing and International Business	1	2	2	2	1	8
M.A. English (Aided)	11	20	6	6	4	47
M.A. English (S.F.)	4	4	5	1	0	14
M.S.W	7	25	21	2	3	58
M.Sc. Mathematics	5	19	1	7	3	35
MSc Child Development and Behavioural Science	3	7	2	0	0	12
MSc Statistics	4	7	6	1	3	21
Grand Total	306	408	334	96	101	1245

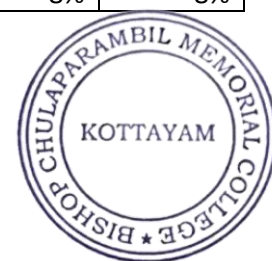
Based on the data provided, it can be inferred that the cognitive, emotional, and social growth of students may not be adequately ensured across all programs. While some programs show a strong agreement or agreement with this statement, others exhibit a more varied response, including a significant portion of students expressing neutrality or disagreement.

FEEDBACK SUMMARY

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The syllabus is relevant in the current scenario	28%	33%	27%	6%	6%
The syllabus of the programme effectively synchronized with the expected competencies of the programme	27%	31%	31%	5%	5%
The curriculum is effectively delivered	33%	32%	26%	5%	4%
The syllabus is appropriate yet challenging	28%	31%	31%	6%	5%
The syllabus is covered within the stipulated period	33%	33%	25%	5%	4%
The syllabus requires great effort by the students	31%	31%	27%	6%	5%
The syllabus helps students face competitive exams	27%	30%	31%	6%	6%
The syllabus inculcates soft skills, life skills and employability skills.	30%	33%	28%	5%	4%
The recommended textbooks are easily available in the library	38%	32%	22%	5%	4%
Teachers inform the students about their expected competencies, course outcomes, programme specific outcomes and programme outcomes	35%	31%	25%	5%	5%
The restructured score sheet with provision for outcome-based scoring enabled better understanding of course outcomes and their relevance	30%	35%	24%	6%	5%
The cognitive, emotional and social growth of the students are ensured in the curriculum	25%	33%	27%	8%	8%

Steph Thomas
Principal

DR. STEPHY THOMAS
Principal In Charge
Bishop Chulaparambil Memorial College
Kottayam, Kerala



Based on student feedback, the syllabus is generally perceived as relevant and appropriately challenging, with 28-33% of students agreeing on its relevance and alignment with expected competencies. However, concerns are raised regarding the effort required by students (31%) and the need for better availability of recommended textbooks (38%). While teachers inform students about expected outcomes (35%), there's room for improvement in ensuring cognitive, emotional, and social growth (25%). Overall, efforts to synchronize syllabi with competencies and outcomes are appreciated, but enhancements in resource availability and student support may be beneficial.



A handwritten signature in black ink, appearing to read "Stephy Thomas".

DR. STEPHY THOMAS
Principal In Charge
Bishop Chulaparambil Memorial College
Kottayam, Kerala