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**SAFI INSTITUTE OF ADVANCED STUDY,  
VAZHAYUR**

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**INTERNAL QUALITY ASSURANCE CELL**



**STUDENTS FEEDBACK ON  
CURRICULUM DESIGN AND IMPLEMENTATION  
REPORT 2022-23**

SAFI Institute of Advanced Study (SIAS) provides rich avenues of teaching, learning and research with excellent infrastructure. To review and reform the teaching-learning procedure and to sustain the quality of education, the institution seeks feedback from the students every year. This IQAC led quality enhancement process includes feedback collection on various important aspects of the curriculum viz. the need-based importance of the curriculum, clarity of the course objectives, effectiveness of course contents and activities, the learning assessments, availability of referential materials, etc.

### **Profile of the students**

Profile of the students such as gender, programmes studying, semester last attended etc... were collected and analysed in order know the distribution of students. The result of the profile analysis is summarised in the following tables.

#### Distribution of students by gender

Gender	Frequency percentage
Female	69.9
Male	30.1
Total	100

Above table shows that 69.9 percentage of the students are girls and rest 30. 1 percentage are boys. It indicates that ratio of girl's students is high in the college.

#### Distribution of students by programme studying

Programme	Frequency	percentage
BSc. Biotechnology	79	8.08%
BSc. Food technology	123	12.59%
BSc. Microbiology	56	5.72%
BSc. Computer science	75	7.66%
BCA	32	3.27%
BCom	103	10.54%
BBA	82	8.38%
BA Economics	21	2.14%
BA Islamic finance	48	4.91%
MA Islamic studies	74	7.56%

JMC	55	5.62%
BA English	99	10.12%
Psychology	81	8.28%
	<b>978</b>	100%

The above table indicates that the college has different student's strength for various programmes. Food Technology students account for 12.59 percent of the total while Economics programme has only 2.14 percent representation in the total strength students.

#### Distribution of UG students by Year last attended

Year (UG Students)	frequency	Percentage
First	310	31.68%
Second	400	40.89%
Third	268	27.42%

*The above table indicates that Second year students responded to the survey more actively than First- & third-year students.*

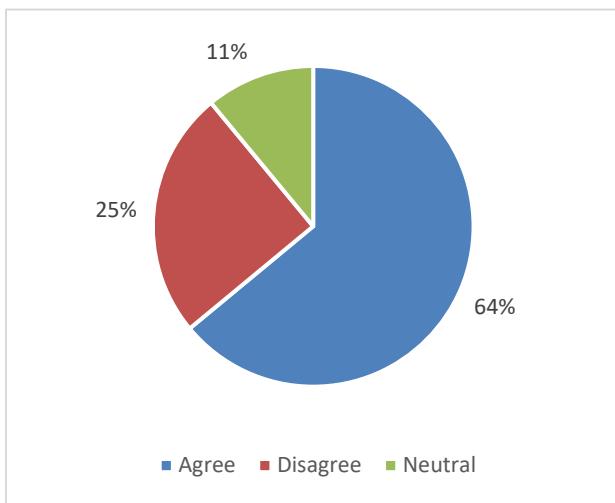
#### Distribution of PG students by Year last attended

Year (PG Students)	frequency	Percentage
First	8	0.9
Second	85	9.8

*The above table indicates that second year students responded to the survey more actively than First year students*

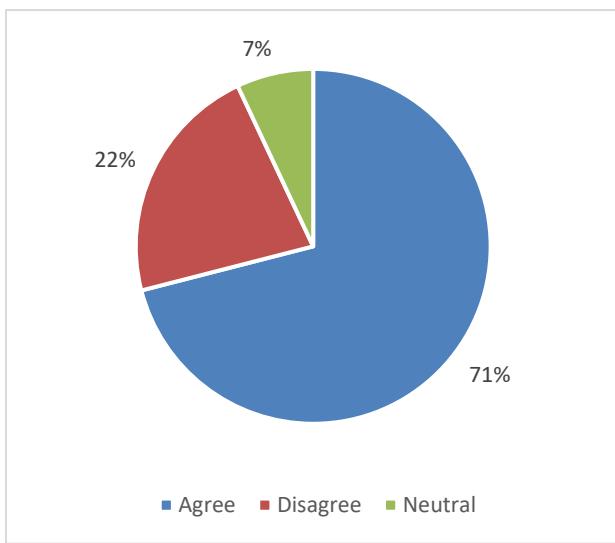
## Response about Curriculum Implementation

1. The curriculum content is relevant to the current industry standards and practices.



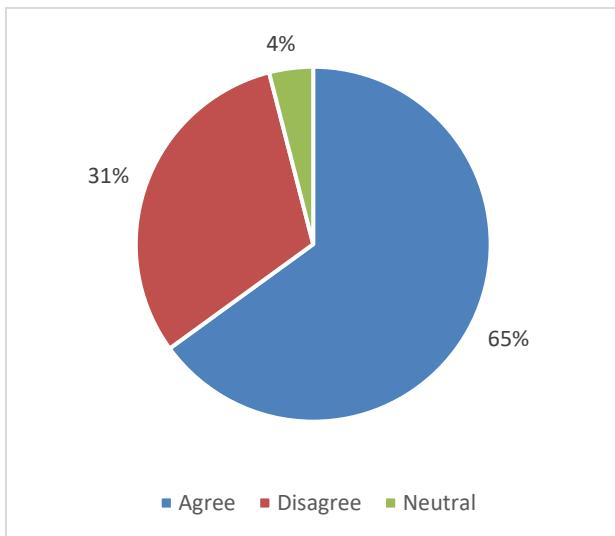
The majority (64%) of students agree that the curriculum aligns with current industry standards and practices, indicating perceived relevance and applicability. However, a notable minority (25%) express disagreement, suggesting potential discrepancies between academic content and industry demands. Additionally, a smaller percentage (11%) remain neutral, possibly indicating uncertainty or a need for further clarification regarding the curriculum's alignment with real-world industry expectations. Addressing dissenting views could enhance overall curriculum effectiveness.

2. The curriculum adequately covers the theoretical aspects of the subjects.



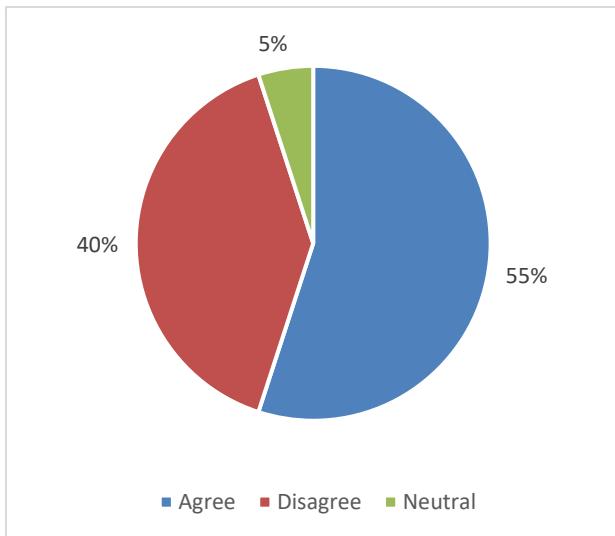
The majority (71%) of students agree that the curriculum sufficiently covers theoretical aspects of subjects, indicating perceived adequacy in content delivery. However, a notable minority (22%) express disagreement, suggesting potential gaps or inadequacies in theoretical coverage. Additionally, a smaller percentage (7%) remain neutral, possibly indicating a need for further evaluation or clarification regarding the depth and breadth of theoretical content provided. Addressing dissenting views could enhance overall curriculum comprehensiveness.

3. The curriculum adequately covers the theoretical aspects of the subjects.



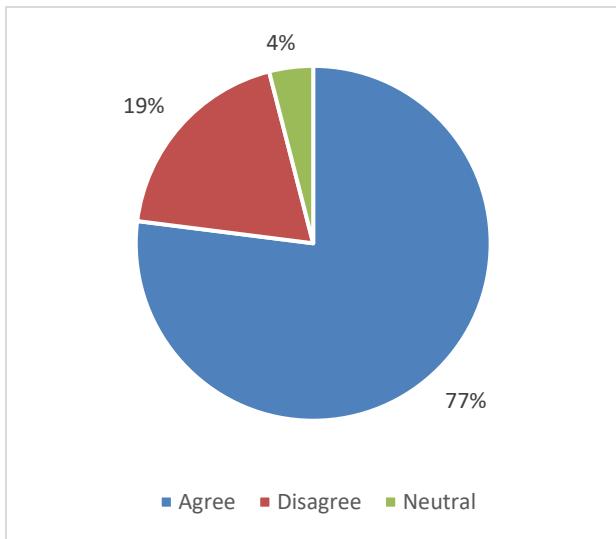
The majority (65%) of students agree that the curriculum effectively integrates practical applications and real-world scenarios, highlighting perceived relevance and applicability. However, a significant minority (31%) express disagreement, suggesting potential shortcomings in practical integration. Only a small percentage (4%) remain neutral, possibly indicating a need for further clarification or evaluation of practical components within the curriculum.

4. The pace of the curriculum delivery is appropriate for thorough understanding of subjects.



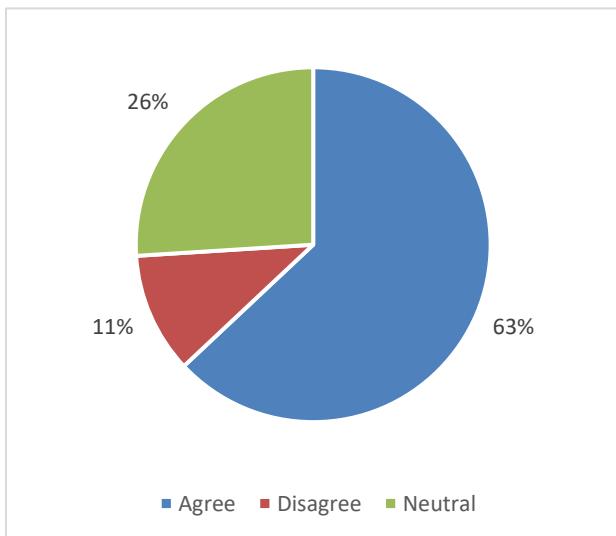
The data indicates a split opinion among students regarding the pace of curriculum delivery. While a moderate majority (55%) agree that the pace is appropriate for thorough understanding, a significant minority (40%) disagree. This suggests a discrepancy in perceptions, with some students feeling the pace is either too fast or too slow for effective learning. Additionally, a small percentage (5%) remain neutral, possibly indicating uncertainty or a lack of strong opinion on the matter.

5. The pace of the curriculum delivery is appropriate for thorough understanding of subjects.



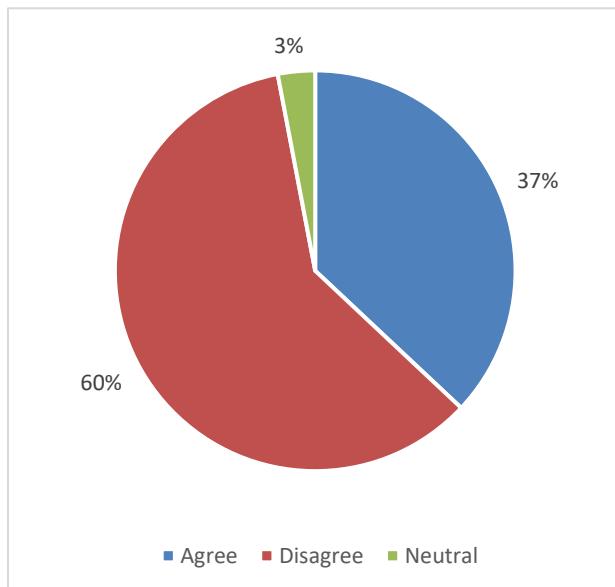
The data suggests that a large majority of students (77%) agree that the teaching methods employed effectively facilitate active engagement and understanding. This indicates a positive perception of the instructional approaches used. However, a notable minority (19%) disagree, potentially pointing to areas where teaching methods may not effectively engage all students. A small percentage (4%) remain neutral, possibly indicating a need for further assessment or clarification of teaching methodologies.

6. The assessment methods used accurately evaluate students' understanding and mastery of the curriculum



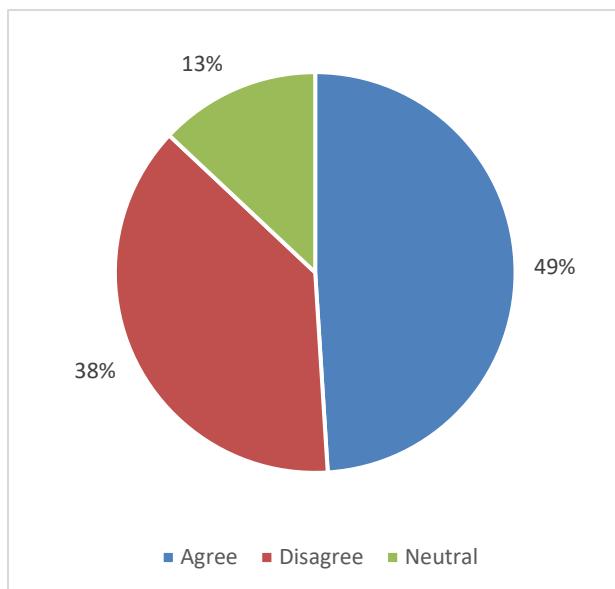
The data reveals that a majority of students (63%) agree that the assessment methods accurately evaluate their understanding and mastery of the curriculum. This indicates a generally positive perception of the assessment strategies employed. However, a significant portion (26%) remain neutral, suggesting a need for further exploration or clarification regarding the effectiveness of assessment methods. A smaller minority (11%) disagree, indicating potential concerns or discrepancies in the assessment process.

7. The curriculum provides opportunities for interdisciplinary learning and skill development.



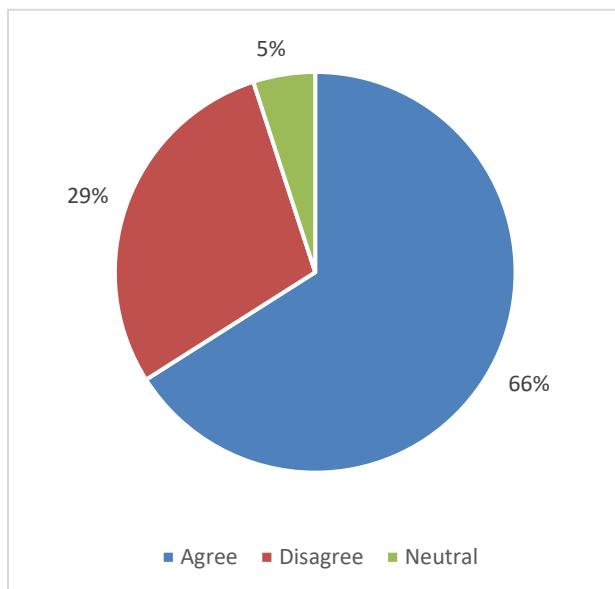
The data highlights a substantial disagreement among students regarding the curriculum's provision of opportunities for interdisciplinary learning and skill development, with 60% expressing disagreement. This suggests a perceived lack of integration of interdisciplinary elements or skill-building activities within the curriculum. Only a minority (37%) agree, indicating potential areas of improvement to enhance interdisciplinary learning experiences. A small percentage (3%) remain neutral, possibly indicating uncertainty or limited awareness of interdisciplinary opportunities.

8. The curriculum encourages critical thinking, problem-solving, and creativity.



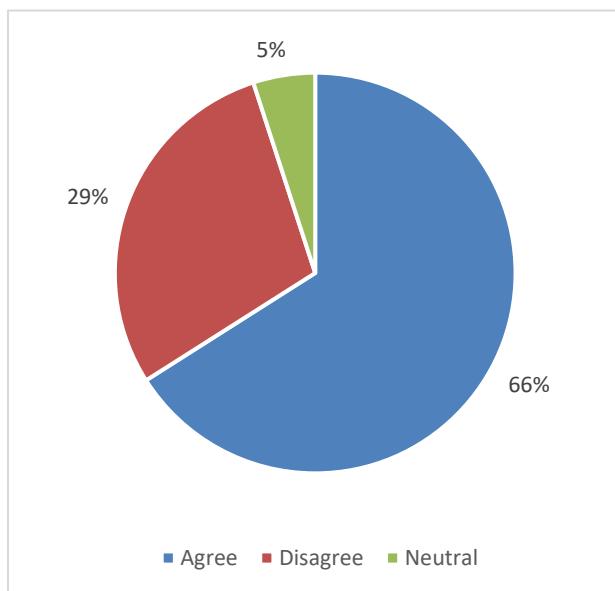
The data suggests a mixed response among students regarding the extent to which the curriculum encourages critical thinking, problem-solving, and creativity. While a notable proportion (49%) agree that the curriculum fosters these skills, a significant minority (38%) disagree, indicating potential gaps or limitations in promoting these aspects of learning. Additionally, a considerable percentage (13%) remain neutral, suggesting varying levels of perception or awareness regarding the curriculum's emphasis on critical thinking, problem-solving, and creativity.

9. The curriculum incorporates sufficient opportunities for research and project-based learning.



The data indicates a strong agreement (66%) among students that the curriculum incorporates sufficient opportunities for research and project-based learning. This suggests that a majority of students perceive the curriculum as providing adequate avenues for hands-on, experiential learning. However, a notable minority (29%) disagree, potentially indicating a need for more emphasis on research and project-based activities. A small percentage (5%) remain neutral, possibly reflecting varying levels of engagement or awareness regarding these learning opportunities.

10. The curriculum promotes cultural and ethical awareness relevant to the local and global context.



The data reveals a split opinion among students regarding whether the curriculum effectively promotes cultural and ethical awareness relevant to both local and global contexts. A minority (40%) agree that the curriculum achieves this goal, indicating perceived effectiveness in addressing cultural and ethical considerations. However, a larger proportion (46%) disagree, suggesting potential inadequacies or shortcomings in addressing these aspects. A notable percentage (14%) remain neutral, possibly indicating uncertainty or limited awareness of the curriculum's cultural and ethical components.

## **Conclusion**

This feedback analysis underscores a nuanced understanding of the curriculum's strengths and areas for improvement. While students acknowledge opportunities for research and critical thinking, disparities exist in perceptions regarding the curriculum's alignment with industry standards, effectiveness of teaching methods, and promotion of cultural awareness. Addressing these discrepancies could enhance curriculum delivery and ensure better preparation of students for future challenges in both local and global contexts.