

Overview of Alumni Feedback (2017-2020)

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Abstract—This article presents an assessment of feedback given by alumni at the Bhandarkar's Arts and Science College, Kundapura. We conducted the surveys for the students who graduated in the academic years, 2017-2018, 2018-2019, 2019-2020. Most of the respondents to the survey were graduates of the 2019–2020 school year. The relevance, curriculum, depth, and other significant elements relevant to the students' college studies were among the characteristics that the students were asked to rate. In this paper, we present a summary of the results. The survey had ten parameters, each of which focused on a distinct component of curriculum. Overall, the pupils have a favourable reaction to the programme and have given it excellent ratings for a number of characteristics.

Index Terms—Survey, Quality Assessment

I. INTRODUCTION

Student feedback is important for universities because it can provide valuable insights into the experiences and needs of students. By gathering and analyzing student feedback, universities can identify areas of strength and weakness in their programs and services, and make improvements to better meet the needs of their students.

Some specific ways in which student feedback can be used by universities include:

- Identifying and addressing problems: Student feedback can help universities identify problems or issues that students are experiencing, such as difficulty with course materials or inadequate support services. Universities can then use this information to make changes or improvements to address these issues.
- Improving the student experience: By gathering feedback from students, universities can better understand the needs and preferences of their students, and make changes to enhance the overall student experience. This can include everything from improving the quality of course materials to providing more extracurricular activities or support services.
- Enhancing the learning environment: Student feedback can help universities identify opportunities to improve the learning environment, such as by providing additional resources or support for students, or making changes to the physical layout of classrooms or other learning spaces.
- Evaluating the effectiveness of programs and services: By collecting and analyzing student feedback, universities can assess the effectiveness of their programs and services, and make changes as needed to ensure that they are meeting the needs of students.

Overall, student feedback is an important source of information for universities and can help them make improvements and better meet the needs of their students.

II. SURVEY METHODOLOGY

The survey was conducted for 3 academic year, across all departments in the college. The parameters were similar to the previous surveys. Additionally, the survey had 10 parameters, and 5 metrics to score, which include:

- 5 - Excellent
- 4 - Very Good
- 3 - Good
- 2 - Fair
- 1 - Poor

The parameters include:

1) **Depth of the course content**

The depth of course content is an important factor for students to consider when evaluating a course. A course with content that is too shallow may not provide sufficient depth of understanding, while a course with content that is too deep may be overwhelming or difficult to follow.

2) **Extent of coverage of syllabus**

The extent to which a professor covers the syllabus in a course is an important factor for students to consider when evaluating the course. A professor who covers the full syllabus can provide a more complete and thorough understanding of the material, while a professor who only covers part of the syllabus may leave important concepts and skills undeveloped.

3) **The curriculum and syllabus provide sufficient knowledge in the area of study**

We felt it was important to find out how students feel about the concepts being taught at the graduate and undergraduate levels and whether the curriculum needs to be more comprehensive and take recent advancements into account because of the quick development in some fields.

4) **The curriculum and syllabus content were appropriate for my placement / higher education**

This inquiry explores the connection between the curriculum and syllabus and how it has aided or will continue to aid students in their future endeavours.

5) **Usage of teaching aids and ICT in the class room by faculty members to facilitate teaching**

We evaluate whether additional teaching practices have helped the students.

6) **Opportunities for out of classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc)**

Outside-the-classroom learning, particularly seminars and guest lectures, is a crucial component of the curriculum since these events can benefit students in many different ways.

7) **Relevance of additional source materials (library)**

Additional materials in a library, such as books, journals, and other resources, can be highly relevant for a number of reasons. These materials can provide students and researchers with access to a wider range of information and perspectives, and can help to supplement and expand upon the material covered in courses and lectures.

8) **How do you rate the transparency of the evaluation system in the college?**

Since this is a subjective topic, the students' responses may differ depending on the courses they have taken while enrolled at the college. What the student thinks about the method professors evaluate and what else can be altered to make these scores better in the future could be fairly represented in the question.

9) **How do you rate the quality of teaching in the institution?** The answer to this question could tell more about what necessary changes can be made, so as to improve the quality of teaching at Bhandarkar's Arts and Science College, Kundapura.

10) **Overall rating on curriculum** An overall rating of a curriculum can be useful for a number of reasons. It can provide an overview of the quality and effectiveness of the curriculum, and can help stakeholders, such as students, parents, educators, and policymakers, make informed decisions about the curriculum and how it is being implemented.

to half (50.2%) find the curriculum to be well-detailed and sophisticated enough, while only around 5% were not happy with the depth of the course content in the curriculum.

B. Extent of coverage of syllabus

We posed this question to see if the students felt that the coursework was well covered or not. The length of the semester, or having certain days off due to unforeseeable events (pandemic) or public unrest (protests/strikes), could be among the primary causes. Similar to parameter 1, we observe that the majority of students ($\geq 90\%$) feel that the professors have covered the syllabus to a fair extent. A small percentage of students do feel that the syllabus is not being covered entirely (5%). We cannot determine which department, over the course of the semester, is not fully covering the syllabus since we are unsure of what courses or departments they are a part of.

C. The curriculum and Syllabus provide sufficient knowledge in the area of study

Departments frequently change their curricula and instruction to accommodate fresh concepts in order to stay abreast of contemporary breakthroughs in pertinent fields. Upon asking if the current curriculum supports the said argument, close to 75% of the students believe that the current curriculum is advanced enough, to provide appropriate amount of knowledge in the area of study. However, it is worth noting that a quarter of the alumni felt that the curriculum needed some updating, as they felt the knowledge was not sufficient enough.

III. SURVEY RESULTS

We received 217 responses, with over 90% from the students of the academic year 2019-2020, and we analyse the results on the same.

A. Depth of the course content

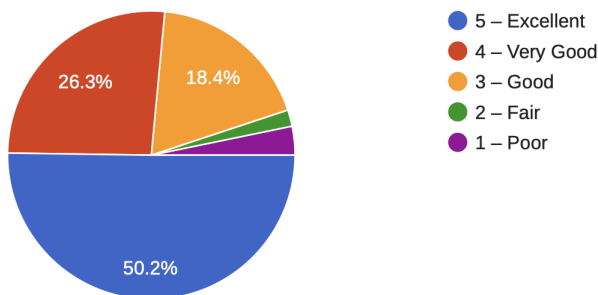


Fig. 1. Pie chart of Question 1

We look into the students' perceptions of the degree to which the curriculum is developed and its applicability to the labour market today. Based on the survey, we observe that close

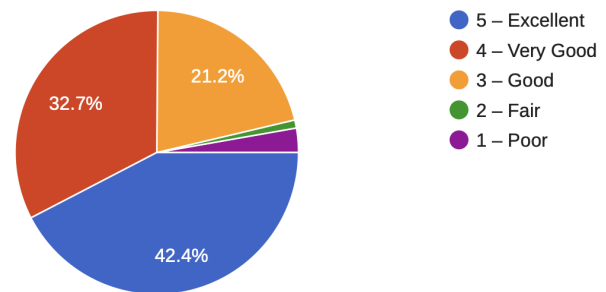


Fig. 2. Pie chart of Question 3

D. The curriculum and syllabus content were appropriate for my placement / higher education

It is obvious that a student who declares a major will probably end up working in that field or pursuing a higher degree. Most students who were asked if their placements or pursuit of higher education were influenced by their current course of study said yes. Nearly 8% of respondents disagreed with the assertion, though. Because the form was filled out by students of all years, it will not be appropriate to analyse the data since this question only applies to students who are in their final years of an undergraduate or graduate program.

E. Usage of teaching aids and ICT in the class room by faculty members to facilitate teaching

The use of ICT and teaching aids in the classroom is intended to speed up students' learning because doing so

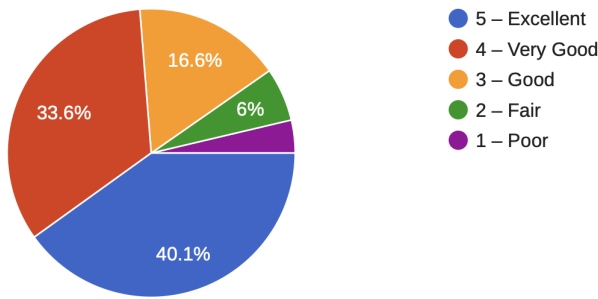


Fig. 3. Pie chart of Question 4

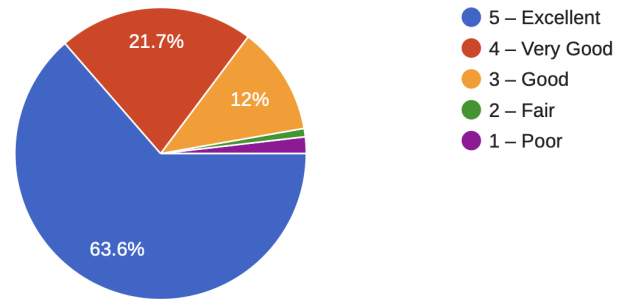


Fig. 5. Pie chart of Question 7

requires them to visualise concepts (with teaching aids). Hence, we observe that close to 80% feel that these aids are really helpful. Surprisingly, it is also worth noting that 10% of the students did not like these. It's possible that having taken an online course during the pandemic affected how they perceived teaching aids.

F. Opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions etc)

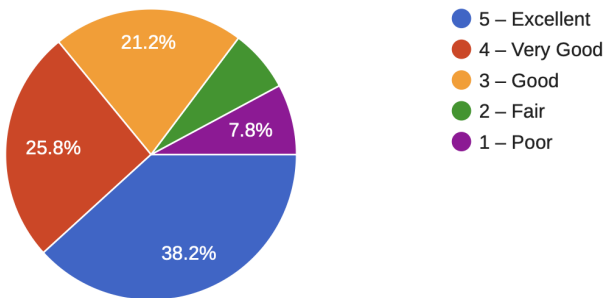


Fig. 4. Pie chart of Question 6

In general, outside-the-classroom learning methods are a necessary component of an effective curriculum because they expose students to a variety of subject areas and/or allow them to be motivated by what they study. Additionally, if a student actively engages in an activity, like a workshop, they will almost always learn something new from it. The study presents the same theory—that extracurricular lecturing activities are crucial to the curriculum—and the respondents appear to agree. However, we did observe that 7.8% of the students gave the lowest rating to this practice.

G. Relevance of additional source materials (library)

As stated earlier in Section III, Bhandarkar's library boasts recent textbook publications of both international and national authors; and covers various domains. Hence, our survey has a whopping 95% of the students happy with the relevance of additional source materials present in the library.

H. How do you rate the transparency of the evaluation system in the college?

In general, instructors are fair and unbiased and treat all students equally in universities. When we surveyed the students, we found that 75% of them thought teachers were fair in their

evaluations. However, this would mean that there were a certain proportion of the alumni who were unhappy with the way their coursework was evaluated. We are unable to determine whether any departments are using a partial evaluation method since we do not have the ratings provided by each department.

I. How do you rate the quality of teaching in the institution?

Generally, *Good Teaching* can mean differently to different groups of people. If a teacher is objective, covers the entire curriculum, lectures at a suitable pace, and clarifies all of the students' questions, it is deemed to be of high quality (if any). We observe that greater than 80% of the alumni admire the standard of the teaching, with their ratings. However, there exists a small fraction among the alumni who feel that the standard of teaching is not justified. However, due to the lack of the ratings on a departmental level, we are unable to make any definitive conclusion, and will try to improve the way we record the responses for our surveys in the future.

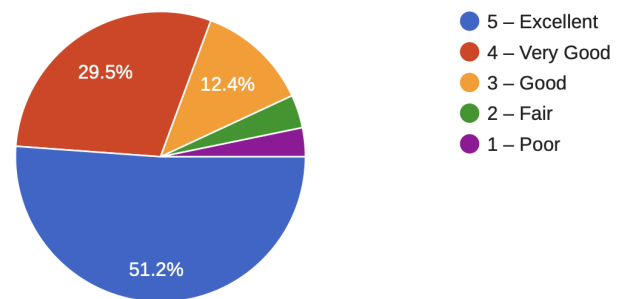


Fig. 6. Pie chart of Question 9

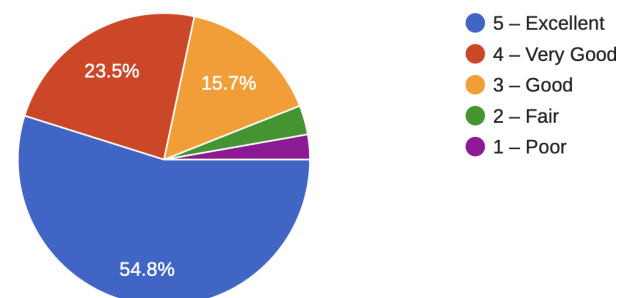


Fig. 7. Pie chart of Question 10

J. Overall rating on curriculum

The overall rating of the curriculum is the culmination of several parameters that have been discussed. As the students rated the earlier parameters very high, it is obvious that the overall rating would have the same perception. We observe that around 90% of the students who answered the survey have rated the curriculum *Good* or higher.

IV. CONCLUSION

In this report, we present the findings of the alumni's feedback on the curriculum and teaching. We conducted the survey for the alumni of the academic years, 2017-2018, 2018-2019, 2019-2020. We asked students to rate 10 parameters that constitute to a good teaching practice, and curriculum. 217 students filled the feedback form, which largely comprised of students belonging to the academic year 2019-2020. The students had to rate these attributes on a scale of 1-5, with 5 being the highest (Excellent) and 1 being the lowest (Poor). The majority of the students gave all of the attributes very good ratings, which shows that the curriculum and instruction are superbly planned and that there doesn't appear to be a need for any adjustments to be made to the aforementioned attributes. To what extent the departments' curricula and methods of instruction need to be revised, however, cannot be determined with certainty given the dearth of information available regarding the departments to which the students belonged.

Overview of Alumni Feedback (1985–Present)

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Abstract—This article evaluates the opinions provided by former students of Bhandarkar's Arts and Science College in Kundapura. For the students who graduated between 1985 and the present, we conducted surveys. The majority of survey participants were class of 2021–2022 graduates. The bulk of survey respondents were former BCA graduates. The students were asked to score a variety of features, including their importance to the alumni's college studies, the curriculum's depth, and other crucial components. We offer an overview of the findings in this publication. Ten factors, each focusing on a different area of the curriculum, made up the survey. The curriculum has received generally positive feedback from the students, who have awarded it excellent ratings for a variety of qualities.

Index Terms—Survey, Quality Assessment

I. INTRODUCTION

Alumni feedback can be a valuable source of information for a university. It can provide insight into the effectiveness of the university's programs and the quality of the education and support provided to students. Alumni who have graduated and gone on to successful careers or further education can provide valuable perspectives on the value of their degree and the skills and knowledge they gained while at the university. This feedback can be used by the university to identify areas for improvement and to develop strategies for enhancing the student experience

Alumni feedback on a university can be important for a number of reasons. Here are a few examples:

- **Accreditation:** Many universities undergo a process of accreditation, in which an external organization evaluates the quality of the institution's educational programs and other aspects of its operations. Alumni feedback can be one of the factors that accrediting agencies consider when evaluating a university.
- **Reputation:** Alumni feedback can influence the reputation of a university. If alumni have positive experiences and are satisfied with their education, they may be more likely to speak highly of the institution to others, which can help to attract new students and improve the university's reputation.
- **Improving the student experience:** Universities can use alumni feedback to identify areas for improvement in the student experience. For example, if a large number of alumni express dissatisfaction with a particular aspect of the university, such as the quality of the facilities or the availability of resources, the university may be able to make changes to address these concerns.

- **Assessing the effectiveness of the university's programs and teaching methods:** Alumni who have completed their studies at the university can provide valuable insights into the quality of the education they received. This can help the university identify areas where it may need to improve, as well as areas where it is excelling.

Overall, alumni feedback can provide valuable insight into the strengths and weaknesses of a university, and can help the institution to improve and continue to provide a high-quality education to its students.

II. SURVEY METHODOLOGY

The survey was conducted for alumni for the past 35 years. However, we did not receive a lot of responses from alumni in the '90s and '00s.

The parameters include:

- 1) **How much of the syllabus was covered in the class?**
It is generally expected that a teacher will cover the material outlined in the syllabus for a class. The syllabus is a document that outlines the goals, objectives, and content of a class, as well as the requirements, policies, and expectations for the course. The syllabus is typically provided to students at the beginning of the term and serves as a roadmap for the class.
It is the responsibility of the teacher to ensure that the material outlined in the syllabus is covered in the class. However, the amount of the syllabus that is actually covered can vary depending on the class and the teacher. Some classes may cover the entire syllabus, while others may only cover a portion of it. This can be due to a variety of factors, such as the pace of the class, the level of student understanding, or unforeseen circumstances.
- 2) **How well did the teachers prepare for the classes?**
The level of preparation that a teacher puts into a class can have a significant impact on the quality of the learning experience for students. Teachers who are well-prepared for their classes are able to deliver clear and concise lectures, facilitate engaging discussions, and provide timely and helpful feedback to students. This can help students to better understand and retain the material covered in the class and to feel more supported and engaged in the learning process.
There are several ways that a teacher can prepare for a class, such as reviewing and organizing the material to be covered, creating lectures or presentations, developing activities or assignments for students, and coordinating

with other instructors or resources. Effective preparation can also involve being familiar with the needs and abilities of the students in the class, adapting the material or approach to suit the needs of the students, and being open to feedback and questions from students

3) **How well were the teachers able to communicate?**

Effective communication is an important skill for teachers to possess in order to effectively convey information and ideas to their students. Good teachers are able to communicate clearly and concisely, using language and examples that are appropriate for the level and needs of their students. They are also able to adapt their communication style to suit the needs of different learners, using a variety of teaching methods and approaches to ensure that all students are able to understand and engage with the material.

Effective communication also involves being responsive to the needs and questions of students, providing timely and helpful feedback, and being open to feedback and suggestions from students. Teachers who are able to communicate effectively can create a positive and supportive learning environment that helps students to feel confident and engaged in the learning process.

4) **The teacher's approach to teaching can best be described as**

We provide the alumni with 5 options, *Excellent, Very Good, Good, Fair, and Poor.*

5) **Fairness of the internal evaluation process by the teachers**

The fairness of the internal evaluation process, also known as grading or assessment, can have a significant impact on the learning experience for students. It is important for teachers to use fair and consistent criteria for evaluating student performance and to provide clear feedback on areas for improvement.

6) **Was your performance in assignments discussed with you?**

If you are a student who is seeking feedback on your performance in assignments, you may want to ask your teacher for feedback or clarification on your work. Many teachers are willing to meet with students individually or in small groups to discuss their performance and provide guidance on how to improve. It can be helpful to be proactive in seeking feedback and to be open to constructive criticism, as this can help you to identify areas for improvement and to better understand your strengths and weaknesses.

7) **The institute takes an active interest in promoting internship, student exchange, and field visit opportunities for students.**

It is generally beneficial for a university or institute to take an active interest in promoting internship, student exchange, and field visit opportunities for students. These types of experiences can provide students with valuable real-world experience, exposure to different cultures and perspectives, and the opportunity to apply their skills and knowledge in practical settings.

Internships and field visits can also help students to build networks, develop new skills, and explore career options. Student exchange programs can expose students to different educational systems and approaches and can help them to develop intercultural competencies and global perspectives.

8) **The teaching and mentoring process in your institution facilitates you in cognitive, social, and emotional growth.**

It is generally expected that teaching and mentoring processes in higher education institutions should facilitate cognitive, social, and emotional growth in students.

Cognitive growth refers to the development of knowledge, skills, and critical thinking abilities. This can be facilitated through a variety of teaching methods, such as lectures, discussions, problem-based learning, and hands-on experiences.

Social growth refers to the development of social skills, such as communication, collaboration, and teamwork. This can be facilitated through group work, class discussions, and other activities that require students to interact with their peers.

9) **The institution provides multiple opportunities to learn and grow**

Universities and higher education institutions often provide a variety of opportunities for students to learn and grow. These opportunities can include academic courses and programs, experiential learning experiences such as internships and field visits, extracurricular activities, and support services such as tutoring and career counseling. Having access to a range of opportunities can help students to explore their interests, develop new skills and knowledge, and identify their strengths and passions. It can also help them to build networks, form meaningful relationships, and engage with the larger community.

10) **Teachers inform you about your expected competencies, course outcomes and programme outcomes**

It is generally expected that teachers will provide students with information about the expected competencies, course outcomes, and program outcomes for their classes. This information can be conveyed through the syllabus, course materials, and lectures, as well as through individual and group discussions with the teacher.

Expected competencies refer to the skills, knowledge, and abilities that students are expected to develop as a result of taking a particular class or program. These competencies may be specific to the subject matter of the class or maybe more general, such as critical thinking, communication, or problem-solving skills.

11) **Your mentor does a necessary follow-up with an assigned task to you**

A mentor who does a necessary follow-up with an assigned task can be an important source of support and guidance for a student. A mentor who follows up on tasks can help to ensure that the student is on track with their work and can provide feedback and guidance as needed. Effective follow-up with an assigned task may involve:

- Clearly communicating the expectations and deadlines for the task.
- Providing support and resources as needed to help the student complete the task.
- Checking in with the student to see how they are progressing and to provide feedback and guidance.
- Being available to answer questions and provide assistance as needed.

12) **The teachers illustrate the concepts through examples and applications.**

It is generally beneficial for teachers to illustrate concepts through examples and applications. This can help students to better understand and retain the material being taught, and can also make the material more relevant and meaningful to them.

There are a few key ways that teachers can illustrate concepts through examples and applications:

- Using real-world examples: Teachers can use examples from everyday life or from current events to help students understand the relevance and significance of the concepts being taught.
- Providing hands-on experiences: Teachers can use activities, experiments, or projects to give students the opportunity to apply the concepts they are learning in a practical setting.
- Using multimedia resources: Teachers can use videos, simulations, or other multimedia resources to help students visualize and understand complex concepts.

Overall, illustrating concepts through examples and applications can help to make the material more engaging and accessible to students, and can also help them to develop important problem-solving and critical thinking skills.

13) **The teachers identify your strengths and encourage you with providing the right level of challenges**

It is beneficial for teachers to identify the strengths of their students and to encourage them with providing the right level of challenges. This can help students to feel supported and motivated in their learning, and can also help them to develop new skills and knowledge.

14) **Teachers are able to identify your weaknesses and help you to overcome them**

teachers should be able to identify the weaknesses of their students and help them to overcome them. This can help students to improve their skills and knowledge and to feel more confident and capable in their studies.

15) **The institution makes effort to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process.**

It is generally beneficial for a university or higher education institution to engage students in the monitoring, review, and continuous quality improvement of the teaching and learning process. This can help to ensure that the institution is meeting the needs and expectations of its students and can help to identify areas for improvement.

16) **The institute/ teachers use student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies for enhancing le-**

arning experiences.

Experiential learning refers to learning through hands-on experiences, such as internships, field trips, or service learning projects. This type of learning can help students to apply their skills and knowledge in practical settings and can also help them to develop problem-solving and critical-thinking skills.

Participative learning refers to learning through interaction and collaboration with others. This can involve activities such as group work, discussions, and presentations. Participative learning can help students to develop communication, teamwork, and leadership skills.

17) **Teachers encourage you to participate in extracurricular activities.**

Extracurricular activities can provide students with valuable experiences and opportunities to explore their interests, develop new skills, and make connections outside of the classroom.

18) **Efforts are made by the institute/ teachers to inculcate soft skills, life skills, and employability skills to make you ready for the world of work**

Soft skills refer to personal qualities that are important for success in the workplace, such as communication, teamwork, and problem-solving. These skills can be developed through a variety of activities, such as group work, presentations, and discussions.

Life skills refer to practical skills that are important for managing day-to-day life, such as time management, financial literacy, and decision-making. These skills can be developed through a variety of activities, such as workshops, seminars, or self-guided study.

Employability skills refer to skills that are valued by employers, such as leadership, adaptability, and creativity. These skills can be developed through a variety of activities, such as internships, leadership roles, or professional development programs.

19) **What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching**

It is difficult to accurately estimate the percentage of teachers who use ICT (information and communication technology) tools such as LCD projectors and multimedia while teaching, as this can vary significantly depending on the specific institution and the subject being taught. Some teachers may use these tools extensively, while others may use them only occasionally or not at all.

That being said, the use of ICT tools in education has become increasingly common in recent years, and many universities and higher education institutions have made efforts to incorporate these tools into their teaching and learning processes. This may include providing access to technology such as LCD projectors, multimedia, and online learning platforms, as well as training teachers on how to effectively use these tools in their teaching.

20) **The overall quality of teaching-learning process in your institute is very good**

The main factors that contribute to the overall quality of teaching-learning process are:

- **Qualified and effective teachers:** A high-quality teaching and learning process is typically characterized by teachers who are knowledgeable in their subject areas, skilled at teaching, and able to effectively engage and support their students.
- **Engaging and relevant curriculum:** A high-quality teaching and learning process typically involves a curriculum that is well-designed, engaging, and relevant to the needs and interests of students.
- **Adequate resources and support:** A high-quality teaching and learning process typically involves access to adequate resources and support, such as technology, libraries, and tutoring services.

III. SURVEY RESULTS

We received a total of 163 responses, with a majority of them from the past few years. Even though the survey was intended for the past 3-4 decades, we were not able to get responses due to several reasons, mainly owing to the time between their graduation and at present.

As the survey comprised over 20 questions, we are presenting the summary of the responses.

- **How much was the syllabus covered in class:**

We observe that over 75% of the responses indicated that they felt over 85% of the syllabus was covered. However, the other fraction of the respondents felt that less than 85% of the syllabus was covered at the time. The outcome of the question could be deemed indeterminate as the alumni have graduated from the university several years ago, and it is very hard to numerize the extent to which the syllabus was covered.

- **How well did the teachers prepare the classes:**

We conclude that close to 90% of the respondents perceived the professors' preparation to the class as either thorough or satisfactory. However, close to 10% did feel that it could have been better. Due to the lack of information about the coursework the students took, it is indefinite.

- **How well were the teachers able to communicate:**

Over 80% of the respondents felt that the professors can communicate effectively or on a satisfactory level.

- **The teacher's approach to teaching can best be described as:**

We conclude that a large majority (85%) of the alumni feel that they have they laud the professors' approach towards teaching.

- **Fairness of the internal evaluation process by the teachers:**

As expected, almost all respondents feel that the professors evaluated them fairly. However, for the small proportion of alumni that did not feel the same way, it is plausible that their low grades would have driven them to contemplate the question in such a way. That would only mean that the professors were just in their evaluation.

- **Was your performance in assignments discussed with you:**

Discussing the students' performance is an integral part of the student's growth. However, it does not mean that

the professors would have to discuss all assignments with everyone, owing to other external factors such as class size, and other deadlines. Regardless, more than half of the respondents felt that the professors discussed their assignments.

- **he institute takes an active interest in promoting internship, student exchange, and field visit opportunities for students:**

While there are several dedicated student exchange programs, and other opportunities planned prior to the commencement of the academic year, the outcome will largely depend on various external factors. Hence, we see that close to 40% of the respondents felt that the institute did not take any opportunities or a very limited number of them.

- **The teaching and mentoring process in your institution facilitate you in cognitive, social, and emotional growth:**

Generally, a professor and/or other people in the university assist in the student's growth, as they typically spend several years attending the college to complete their degree. This would mean that the people in the institute will have a positive influence on the person completing the degree. We observe that over 75% of the respondents felt the same way.

- **The institution provides multiple opportunities to learn and grow:**

The institute has several resources to help in the overall growth of an individual, such as libraries, recreational activities, sports, etc. A majority of the respondents feel the same way.

- **Teachers inform you about your expected competencies, course outcomes and programme outcomes::**

Typically, any student will have known the programs' outcomes before they apply to the institute. Professors generally talk about the outcomes of the program, along with several other counseling sessions conducted by the institute. Our argument is supported by the majority of the responses that share the same opinion.

- **Your mentor does a necessary follow-up with an assigned task to you:**

While following up on your students' work is an important task, due to the large student intake it would be unlikely that a professor would be able to do one-on-one assignment follow-ups. Hence, we observe that around 25% of the students feel the same way.

- **The teachers illustrate the concepts through examples and applications:**

This aspect is already covered in the professors' style of teaching. We observe that close to half of the respondents feel that the professors use illustrations all the time. To other responses that indicate another way, due to the lack of information about the courses, it will be unlikely to conclude what department this would come under.

- **The teachers identify your strengths and encourage you with providing right level of challenges:**

The parameter is similar to the one where it talks about

the institute helping in the overall growth of its students, and teachers playing their part. As stated earlier, we see that close to 75% of the alumni that responded felt that the teachers played their part in identifying strengths and encouraging them to overcome the challenges.

- **Teachers are able to identify your weaknesses and help you to overcome them:**

As stated in the previous parameter, the following parameter can have the same interpretation about how teachers help in the overall development of the student in terms of mental, educational, and emotional growth. We observe that close to 65% of the respondents felt that the teachers helped in overcoming their weaknesses.

- **The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching-learning process:**

One of the main objectives of any institute would be to try to actively adapt to changing technologies/syllabus and cater to the students' needs. Around 75% of the respondents agreed that the institute made an effort on its part.

- **The institute/ teachers use student-centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences:**

As suggested in the previous parameter, the institute would have to adapt and update its teaching approaches, and these are some methods in doing so. More than 80% felt that these methods were employed by the institute to improve the learning experiences.

- **Teachers encourage you to participate in extracurricular activities:**

Extracurricular activities are a great way to reduce any forms of mental or emotional stress that students have. And while it is admirable for the professors to encourage, they do it adequately. This argument is supported by close to 40% of the respondents who had a neutral or a negative stance on the argument. This is expected, as the students used to attend to complete their graduate or undergraduate degree, and this would involve a lot of academic stress in the form of assignments, exams, and other deadlines.

- **Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work:**

It is very hard to determine what is considered as a soft skill, due to vaguely updating job market, and the employers' needs. The respondents did feel that the institute did their part, according to 70% of them.

- **What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching:**

As the survey spans over several decades, it would be unyielding as the ICT tools changed from time to time. Thus, we observe that 25% of the responses think less than half of the teachers used ICT tools. Additionally, it would not make sense for some courses to be taught using ICT tools.

- **The overall quality of teaching-learning process in**

your institute is very good:

This question is an amalgamation of all said parameters that were discussed earlier. We observe that more than 80% of the respondents feel the same way.

IV. CONCLUSION

We outline the results of the alumni's evaluations of the curriculum and instruction in this report. For the alumni of the academic years from 1985 to the present, the survey was done. We asked students to rank 20 factors that make up an effective curriculum and instructional methods. 163 alumni submitted their feedback. On a scale of 1 to 5, with 5 being the highest (Excellent) and 1 being the lowest, the students had to rate these qualities (Poor). Most alumni gave all of the qualities very high ratings, demonstrating how well the curriculum and training are prepared and that there doesn't seem to be a need to change the qualities described above. However, given the lack of information available regarding the departments to which the students belonged, it is impossible to say with certainty how much the departments' curricula and methods of instruction need to be updated.

Overview of the Annual Student Feedback

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Abstract—This article presents an assessment of feedback given by students annually at the Bhandarkar's Arts and Science College, Kundapura. The students were asked to rate certain attributes such as relevance, curriculum, depth and other important aspects pertaining to their study at the college. We summarize the findings in this article. The survey comprised of 10 Parameters, with each parameter aimed at the different aspects of curriculum. Overall, the students have a positive response towards the curriculum, having highly rated across several attributes.

Index Terms—Survey, Quality Assessment

I. INTRODUCTION

"Feedback is the breakfast of Champions" – Ken Blanchard.

For the success of any product, one requires the feedback from its users/consumers. Hence, students' feedback is eminent for the college, in order to make necessary changes based on the feedback. While professors tend to have a personal style of teaching, all of them usually follow the curriculum that follows the guidelines set forth by the college. Hence, it is vital for the departments to have an idea of whether the students are understanding the concepts? Is the particular concept relevant to this age? Among other changes that are to be made by the college to improve the overall quality of learning, for the students. To have the basic idea of students' perception of the subject, relevance, appropriateness, and other additional aids, we conducted a survey, and we present our findings based on the responses.

The rest of the article is organized as follows, Section II elaborates about the questions the students' answered in the survey. Section III analyses the responses and represents our findings of the survey, followed by Section IV that concludes our findings.

II. SURVEY METHODOLOGY

The survey was conducted for 1 academic year, across all departments in the college. Additionally, the survey had 10 parameters, and 5 metrics to score, which includes:

- 5 - Excellent
- 4 - Very Good
- 3 - Good
- 2 - Fair
- 1 - Poor

The parameters include:

1) **Depth of the course content**

This attribute asks how the student feels about the depth of the course that is being taught. The lowest rating would

indicate that the student feels that the subject should include more concepts, and be more concise about certain concepts, while the highest rating would indicate that a given student is content with what is being covered in the syllabus, and would not like to change it in any way.

2) **Extent of coverage of syllabus**

While attribute 1 and 2 could be considered similarly, we included this question to check whether a student feels that the professor has covered all the concepts that are prescribed by the parent university.

3) **The curriculum and syllabus provide sufficient knowledge in the area of study**

Due to the fast-paced developments in certain areas, we felt that it was necessary to ask what the student feels about the concepts being taught at a graduate and undergraduate level, and whether the syllabus has to be more robust and inclusive of developments in the past decade.

4) **The curriculum and syllabus content were appropriate for my placement / higher education**

This question talks about the relevance of the curriculum and syllabus to a student's future, and how this has helped/ will help for their future endeavours.

5) **Usage of teaching aids and ICT in the class room by faculty members to facilitate teaching**

We evaluate whether additional teaching practices have helped the students.

6) **Opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions etc)**

Out of classroom learning, especially seminars and guest lectures are an essential part of the curriculum, as these activities typically help students a multitude of ways.

7) **Relevance of additional source materials (library)**

While Bhandarkar's library comprises of several latest textbooks relevant to the courses, with textbooks from both international and Indian authors, we want to enquire if the students are making use of the additional course materials that are being provided.

8) **How do you rate the transparency of the evaluation system in the college?**

This is a subjective question, and the students' answers could vary depending on the subjects that have undertaken during their enrollment at the college. The question could have a fair representation of what the student think about the way professors evaluate, and what else can be changed

so that these scores can be improved in the future.

- 9) **How do you rate the quality of teaching in the institution?** The answer to this question could tell more about what necessary changes can be made, so as to improve the quality of teaching at Bhandarkar's Arts and Science College, Kundapura.
- 10) **Overall rating on curriculum** This question is an amalgamation of several attributes of the survey, in order to conclude whether the root of the underlying problems (if any) can be traced back to the curriculum, and whether the university has to change it in the future.

III. SURVEY RESULTS

We received 147 responses, and we analyse the results on the same.

A. Depth of the course content

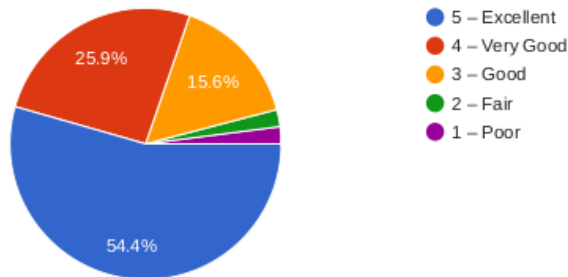


Fig. 1. Pie chart of Question 1

We investigate what the students think about the thoroughness at which the curriculum is set, and whether it is relevant to the current job market. Based on the survey, we observe that more than half (54%) find the curriculum to be well-detailed and sophisticated enough, while only less than 5% were not happy with the depth of the course content in the curriculum.

B. Extent of coverage of syllabus

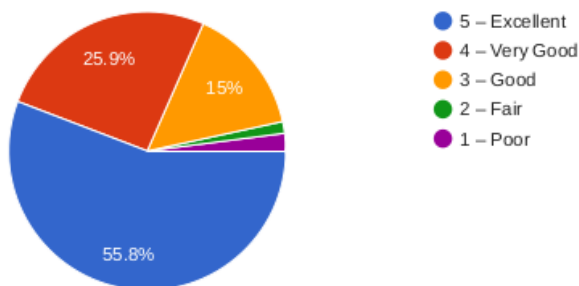


Fig. 2. Pie chart of Question 2

In order to check if the students feel whether the coursework is completely being covered or not, we have asked this question. One of the main reasons could be the duration of the semester, or having certain days off due to unforeseen situations (pandemic) or civil unrest (protests/strikes). Similar to Question 1, we observe that more than half of the students

(55.8%) feel that the professors have covered the syllabus to a fair extent. A small percentage of students do feel that the syllabus is not being covered entirely (15%). As we are unaware of what subjects/departments they belong to, we cannot conclude what department is not covering the syllabus completely, over the course of the semester.

C. The curriculum and Syllabus provide sufficient knowledge in the area of study

To keep up with the recent developments in relevant domains, departments tend to update syllabus/ teaching to include newer concepts. Upon asking if the current curriculum provides for the said attributes, close to 90% of the students believe that the current curriculum is advanced enough, to provide appropriate amount of knowledge in the area of study.

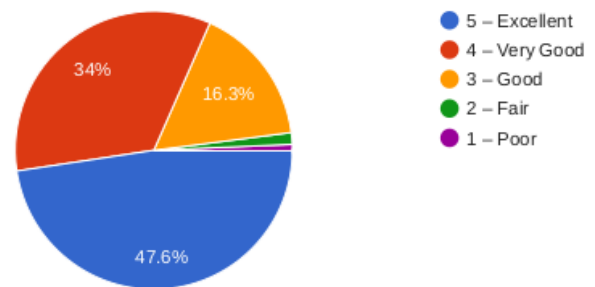


Fig. 3. Pie chart of Question 3

D. The curriculum and syllabus content were appropriate for my placement / higher education

It is evident that when a student enrolls in a particular major, they will likely end up working in the same major or pursue higher degree. When asked if the current syllabus plays a role in their placements or higher studies, a majority of students agreed that the curriculum helped. However, close to 10% disagreed with the statement. As students of all years fill the form, it will not be appropriate to analyse on the data, as this question is only relevant to students in their final years of their undergraduate/graduate level degree.

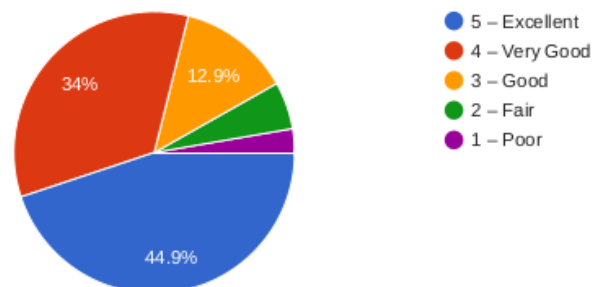


Fig. 4. Pie chart of Question 4

E. Usage of teaching aids and ICT in the class room by faculty members to facilitate teaching

Teaching aids and ICT in the classrooms are supposed to increase a students' learning rate, as this would also involve

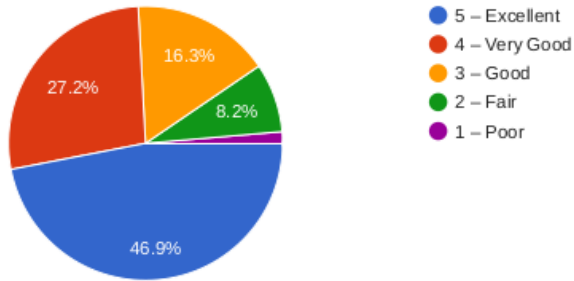


Fig. 5. Pie chart of Question 5

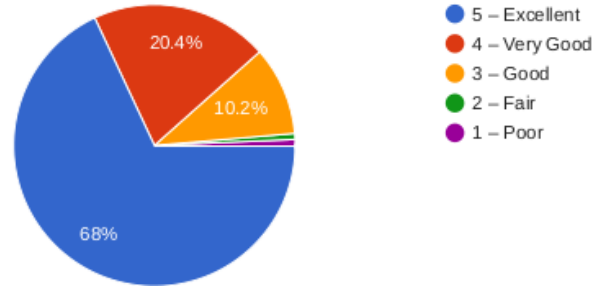


Fig. 7. Pie chart of Question 7

visualizing concepts (with teaching aids). Hence, we observe that close to 90% feel that these aids are really helpful. Surprisingly, it is also worth noting that 8% of the students did not like these. It is likely that having had online class during the pandemic, it might have impacted their perception of Teaching aids.

F. Opportunities for out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions etc)

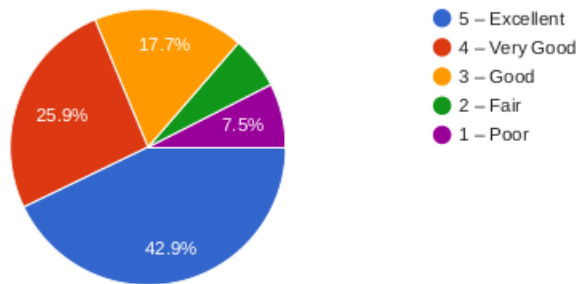


Fig. 6. Pie chart of Question 6

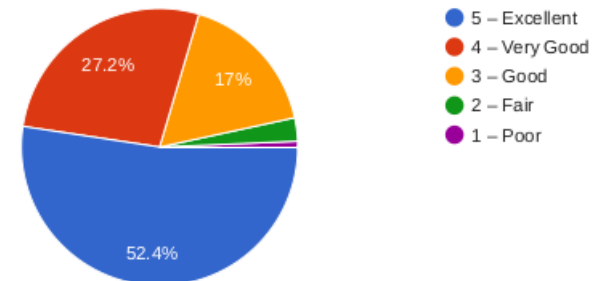


Fig. 8. Pie chart of Question 8

Generally, out of class learning approaches are a part of a healthy curriculum, as the students will have certain amount of exposure to other domains, and/or can be inspired/motivated by their works. Additionally, activities such as workshops will always tend to have a positive learning outcome to the students, if the student actively participates in it. The survey outlines the same hypothesis that out of class lecture activities are essential to the curriculum, and the students seem to be happy with it. However, we did observe that around 7.5% of the students gave the lowest rating to this practice. It is plausible that the pandemic has resulted in a surge of virtual out of classroom learning practices, and the students may not be happy with it.

G. Relevance of additional source materials (library)

As stated earlier in Section III, Bhandarkar's library boasts recent textbook publications of both international and national authors; and covers various domains. Hence, our survey has a whopping 68% of students giving a full rating (5/5), and around 99% of the students happy with the relevance of additional source materials present in the library.

H. How do you rate the transparency of the evaluation system in the college?

Generally, in any university, the professors are impartial and just, and treat all students equally. When we asked the students in the survey, we observe that 96.4% of the students believe that the professors are impartial in their evaluation. As we do not have the ratings filtered by each department, we cannot conclude if there exists any department that are being partial in their evaluation system.

I. How do you rate the quality of teaching in the institution?

The definition of *Good Teaching* can vary from an individual to the other. Typically, a teaching is considered to be of good quality, if they are impartial, cover all syllabus, teach at an appropriate pace, and answer all students' doubts (if any). We observe that more than 95% of the students consider the quality of teaching to be Good or Higher.

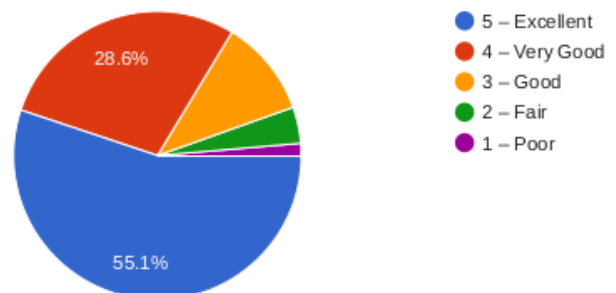


Fig. 9. Pie chart of Question 9

J. Overall rating on curriculum

The overall rating of the curriculum is based on several parameters that have been discussed. As the students rated the earlier parameters very high, it is obvious that the overall rating would have the same perception. We observe that around 96% of the students who answered the survey have rated the curriculum *Good* or higher.

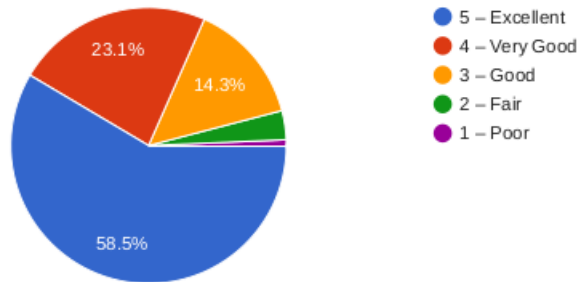


Fig. 10. Pie chart of Question 10

IV. CONCLUSION

In this report, we present the findings of the students' feedback on the curriculum and teaching. We asked students to rate 10 parameters that constitute to a good teaching practice, and curriculum. 147 students filled the feedback form, which largely comprised of students belonging to the academic year 2019-2020. The students had to rate these attributes on a scale of 1-5, with 5 being the highest (Excellent) and 1 being the lowest (Poor). We observed that a majority of the students rated all attributes very high, indicating that the curriculum and the teaching are structured in a marvelous way, and there seems to be no need of any changes to be made in the said attributes. However, due to the lack of information about the departments the students belonged to, it is hard to make a conclusive judgement of what aspect of the departments' curriculum and teaching approaches needs to be changed.

Internal Quality Assurance Cell Report

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Abstract—The paper presents an overview of the findings of the Internal Quality Assurance cell (IQAC) at Bhandarkar's Arts and Science College, Kundapura. IQAC emphasises on the faculties' feedback on curriculum. The survey spans over two academic years (A.Y), namely, 2018-2019 and 2019-2020 across all departments at the college, and we summarize the findings in this article. The survey comprised of 10 Parameters, with each parameter aimed at the different aspects of curriculum.

Index Terms—About four keywords or phrases in alphabetical order, separated by commas.

I. INTRODUCTION

“Receiving and providing feedback is an essential ingredient in achieving a lifetime full of growth and opportunity” – Jeff Christian.

While students' feedback is vital for the improvement and development of any course, the faculties' input on the same is even more necessary, owing to factors such as relevance, importance, etc. In order to have an idea about the faculties' perspectives about the curriculum they teach to the students, as well as other external attributes such as the permissible time for teaching, course ambiguity, etc, IQAC conducts annual surveys to get the faculties' input on several attributes, as well as analyse what departments need certain changes. A total of 156 feedback forms were provided during the two year period.

II. SURVEY METHODOLOGY

The survey was conducted for 2 academic years, 2018-2019 & 2019-2020 across all departments in the college. Additionally, the survey had 10 parameters, and 4 ratings, which include:

- 1) The course objectives are clear and reflected in the syllabus
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly Disagree
- 2) The course is well organized (teaching hours, content, etc.)
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly Disagree
- 3) Emphasis on fundamentals, coverage of modern/advanced topics, good balance b/w theory and applications

- a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly Disagree
- 4) Course is well structured to achieve the learning outcomes
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly Disagree
 - 5) The reference materials prescribed are relevant, updated and appropriate
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly Disagree
 - 6) The syllabus has enabled to update knowledge and perspective in the subject area
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly Disagree
 - 7) Assessment and instructional activities align to the learning and teaching outcomes
 - a) Strongly Agree
 - b) Agree
 - c) Disagree
 - d) Strongly Disagree
 - 8) Alloted time to complete the syllabus.
 - a) Greatly
 - b) Sufficiently
 - c) Inadequately
 - d) Not at all
 - 9) Freedom to adopt new techniques/strategies of teaching
 - a) In plenty
 - b) In good measure
 - c) Sufficient
 - d) Poorly
 - 10) Assessment and instructional activities align to the learning and teaching outcomes
 - a) Excellent
 - b) Very Good
 - c) Good
 - d) Fair

III. SURVEY PARTICIPATION

During the two year period, 21 departments provided their feedback by completing the survey. A total of 158 entries were recorded. Table II depicts the participation across the departments over both years.

TABLE I
SURVEY PARTICIPATION ACROSS DEPARTMENTS

Department	2018-2019	2019-2020
BBA	4	4
Biochemistry	1	1
Biotechnology	2	3
Botany	2	2
Chemistry	5	5
Commerce	13	11
Computer Science	12	12
Economics	3	4
English	7	7
Hindi	3	3
History	2	2
Journalism	2	2
Mathematics	3	3
Microbiology	1	1
Physics	5	5
Political Science	2	2
Psychology	2	2
Sanskrit	2	2
Sociology	2	2
Statistics	2	2
Zoology	4	4
Grand Total	79	79

IV. SURVEY RESULTS

In this section, we analyse the responses from all departments over the past two academic years.

A. The course objectives are clear and reflected in the syllabus

TABLE II
DEPARTMENTAL AVERAGES ACROSS 2 A.YS

Subject	A.Y	Average Rating
Natural Science	2018-2019	3.3
Natural Science	2019-2020	3.2
Language	2018-2019	3.3
Language	2019-2020	3.3
Physical Science	2018-2019	3.3
Physical Science	2019-2020	3.3
Social Science	2018-2019	3.3
Social Science	2019-2020	3.3
Commerce & Management	2018-2019	3.3
Commerce & Management	2019-2020	3.3
Computer Science	2018-2019	3.3
Computer Science	2019-2020	3.3

We investigate whether all faculties feel the purpose of the courses are unequivocal and are reflected in the curriculum. As shown in Table II, we observe that all departments feel that the course objectives are being met, as all departments have an average rating of 3.3 (± 0.1). As there is a drastic shift in the

departmental averages between the two academic years, it may be presumed that the faculty are satisfied with the curriculum offered by the respective departments.

B. The course is well organized

In this parameter, we examine the departments' perception about the curriculum, with respect to attributes such as teaching hours, content quality, etc. Based on the averages, we observe that all departments find the coursework to be well organised. As shown in Table III, apart from Commerce & Management (BBA, Commerce), the averages of other departments are ± 0.1 their previous academic years' average. However, both ratings indicate that the departments are content with the organization of the course.

TABLE III
DEPARTMENTAL AVERAGES ACROSS 2 A.YS FOR PARAMETER B

Subject	A.Y	Average Rating
Natural Science	2018-2019	3.3
Natural Science	2019-2020	3.2
Language	2018-2019	3.3
Language	2019-2020	3.3
Physical Science	2018-2019	3.3
Physical Science	2019-2020	3.3
Social Science	2018-2019	3.3
Social Science	2019-2020	3.3
Commerce & Management	2018-2019	3.2
Commerce & Management	2019-2020	3.4
Computer Science	2018-2019	3.3
Computer Science	2019-2020	3.3

C. Emphasis on fundamentals, coverage of modern/advanced topics, good balance b/w theory and applications

In this parameter, we explore the current curriculum covers all aspects of topics, including the modern ones, along with having a good foundation. We observe that departments such as Social Science, Language, Natural Science have rated this parameter profoundly. However, departments such as Physical Science and Computer Science have rated the curriculum relatively lower. One of the reasons to the low rating could be fast-paced developments in the latter departments, especially in Computer Science, who feel the curriculum is on a decline (due to new programming languages, softwares, etc.) in Table IV.

TABLE IV
DEPARTMENTAL AVERAGES ACROSS 2 A.YS FOR PARAMETER C

Subject	A.Y	Average Rating
Natural Science	2018-2019	3.3
Natural Science	2019-2020	3.3
Language	2018-2019	3.4
Language	2019-2020	3.7
Physical Science	2018-2019	3
Physical Science	2019-2020	3.1
Social Science	2018-2019	3.7
Social Science	2019-2020	3.7
Commerce & Management	2018-2019	3.3
Commerce & Management	2019-2020	3
Computer Science	2018-2019	3
Computer Science	2019-2020	2.9

D. Course is well structured to achieve the learning outcomes

From the departments' average ratings as shown in Table V, we observe that most departments are content or have a positive outlook towards the learning objectives of the coursework. This indicates that the course is well structured to achieve the learning outcomes.

TABLE V
DEPARTMENTAL AVERAGES ACROSS 2 A.Ys FOR PARAMETER D

Subject	A.Y	Average Rating
Natural Science	2018-2019	3.6
Natural Science	2019-2020	3.5
Language	2018-2019	3.4
Language	2019-2020	3.5
Physical Science	2018-2019	3.2
Physical Science	2019-2020	3.1
Social Science	2018-2019	3.3
Social Science	2019-2020	3.3
Commerce & Management	2018-2019	3.1
Commerce & Management	2019-2020	3
Computer Science	2018-2019	3
Computer Science	2019-2020	3

E. The reference materials prescribed are relevant, updated and appropriate

The purpose of this attribute in the survey is to analyse whether there needs to be any modification to the current prescribed reference materials. From Table VI, we observe that most departments are either ambivalent or concur that the reference materials are favourable to the students. However, in *Natural Science* department, there is a surge in the average rating between the two years; this could be plausible to the change in the faculty, and the latter faculties commending the reference materials.

Additionally, *Commerce & Management*, and *Computer Science* are ambivalent about the reference materials. This is primarily due to the rapid advancements in the latter departments, and the old reference materials not being updated.

TABLE VI
DEPARTMENTAL AVERAGES ACROSS 2 A.Ys FOR PARAMETER E

Subject	A.Y	Average Rating
Natural Science	2018-2019	3
Natural Science	2019-2020	3.6
Language	2018-2019	3.5
Language	2019-2020	3.3
Physical Science	2018-2019	3.5
Physical Science	2019-2020	3.5
Social Science	2018-2019	3.2
Social Science	2019-2020	3.3
Commerce & Management	2018-2019	2.9
Commerce & Management	2019-2020	2.9
Computer Science	2018-2019	3
Computer Science	2019-2020	3.1

F. The syllabus has enabled to update knowledge and perspective in the subject area

Based on the previous parameter, we ponder on the possibility of whether the syllabus has enabled the faculty to improve their depth of knowledge and perception of the subject. Based on the data we collected, as shown in Table VII, we observe

that all departments have varying scores, as this all boils down to the person, and how impactful the subject was, to them. Departments such as *Computer Science* have a lower score. Due to the surge in the digital age, we presume that *Computer Science* department does not have the updated information in its curriculum, and hence the faculty deems the syllabus has not enabled to update knowledge and perspective in the domain.

TABLE VII
DEPARTMENTAL AVERAGES ACROSS 2 A.Ys FOR PARAMETER F

Subject	A.Y	Average Rating
Natural Science	2018-2019	3.5
Natural Science	2019-2020	3.4
Language	2018-2019	3.5
Language	2019-2020	3.6
Physical Science	2018-2019	3
Physical Science	2019-2020	3
Social Science	2018-2019	3.4
Social Science	2019-2020	3.5
Commerce & Management	2018-2019	3.2
Commerce & Management	2019-2020	2.9
Computer Science	2018-2019	2.8
Computer Science	2019-2020	3

G. Assessment and instructional activities align to the learning and teaching outcomes

This parameter stands to be one of the vital aspects of the assessment. We observe that most departments concur with the assessment and instructional activities aligning to the said objectives. However, as seen in Table VIII, *Computer Science* has a difference of opinion, and the current undertaken approaches do not meet the objectives, and hence needs to be improved.

TABLE VIII
DEPARTMENTAL AVERAGES ACROSS 2 A.Ys FOR PARAMETER G

Subject	A.Y	Average Rating
Natural Science	2018-2019	3.4
Natural Science	2019-2020	3.5
Language	2018-2019	3.5
Language	2019-2020	3.5
Physical Science	2018-2019	3.4
Physical Science	2019-2020	3.4
Social Science	2018-2019	3.2
Social Science	2019-2020	3.3
Commerce & Management	2018-2019	3.2
Commerce & Management	2019-2020	3
Computer Science	2018-2019	2.7
Computer Science	2019-2020	2.7

H. Allotted time to complete the syllabus

This attribute aims to examine what the faculty feels about the time allotted for the completion of the curriculum. As shown in Table IX, one can perceive that the faculty feel the allotted time is inadequate to complete the subject. Except for *Language* and *Social Science*, every other departments' average ratings are very low. Subjects such as *Computer Science* and *Commerce & Management* tend to require more time to complete the syllabus, mainly owing to the nature of the said subject. Hence, it can be concluded that majority of the faculty feel that the time to complete the syllabus, will be exceeding the allotted time.

TABLE IX
DEPARTMENTAL AVERAGES ACROSS 2 A.YS FOR PARAMETER H

Subject	A.Y	Average Rating
Natural Science	2018-2019	2.8
Natural Science	2019-2020	2.7
Language	2018-2019	3.4
Language	2019-2020	3.2
Physical Science	2018-2019	2.7
Physical Science	2019-2020	2.9
Social Science	2018-2019	3.2
Social Science	2019-2020	3.3
Commerce & Management	2018-2019	2.4
Commerce & Management	2019-2020	2.3
Computer Science	2018-2019	2.5
Computer Science	2019-2020	2.6

I. Freedom to adopt new techniques/strategies of teaching

One of the more eminent aspects of examining the credibility of the curriculum is to check how the departments feel about being given the freedom to undertake new approaches to teaching the said subjects. This attribute has a mixed response from the departments, with certain departments in strongly in favour of the current flexibility (*Language, Physical Science*), while the some are very critical about the flexibility. However, this again depends on the nature of the subject. For instance, *Computer Science* requires the user to adapt to various softwares and integrated development environments. It is only natural that they rate this attribute lower.

TABLE X
DEPARTMENTAL AVERAGES ACROSS 2 A.YS FOR PARAMETER I

Subject	A.Y	Average Rating
Natural Science	2018-2019	2.8
Natural Science	2019-2020	2.8
Language	2018-2019	3.4
Language	2019-2020	3.2
Physical Science	2018-2019	3.1
Physical Science	2019-2020	3.1
Social Science	2018-2019	2.9
Social Science	2019-2020	3
Commerce & Management	2018-2019	2.5
Commerce & Management	2019-2020	2.7
Computer Science	2018-2019	2.3
Computer Science	2019-2020	2.3

TABLE XI
DEPARTMENTAL AVERAGES ACROSS 2 A.YS FOR PARAMETER J

Subject	A.Y	Average Rating
Natural Science	2018-2019	3.0
Natural Science	2019-2020	3.0
Language	2018-2019	3.2
Language	2019-2020	3.2
Physical Science	2018-2019	3.1
Physical Science	2019-2020	3.1
Social Science	2018-2019	2.9
Social Science	2019-2020	3
Commerce & Management	2018-2019	2.5
Commerce & Management	2019-2020	2.7
Computer Science	2018-2019	2.2
Computer Science	2019-2020	2.1

J. Overall rating of the course content

This parameter is considered to be a vital aspect of our evaluation. This is to check whether the course content needs

to be updated or not. From Table XI we observe that the most of the departments are not very content with the structure of the course, especially the computer science department, who have an average rating of 2.1 and 2.2 for the years 2019-2020 and 2018-2019 respectively. One of the main reasons to this could be linked to the nature of the subject, as there is an ardent need to update the course content to the latest programming languages and software.

V. CONCLUSION

In this report, we present the findings of the Internal Quality Assurance Cell's (IQAC) report over the period of two academic years, i.e, 2018-2019 and 2019-2020. All departments were asked to rate 10 parameters on a scale of one to four. We observed that all faculties had their own perception about the attributes, and hence the quality of the said attribute could not be generalised. All attributes were recorded with departments' average rating over the span of two years. However, one of the only attributes where most departments agreed on were pertaining to, *Freedom to adapt new techniques/strategies of teaching & Overall rating of the course content*, which comprised lower ratings. This could be either because of the nature of the subject, which requires to strategise new approaches, and or updating course content. We believe that this report will help assess the several attributes in a departments' perspective.