



## MAJLIS ARTS AND SCIENCE COLLEGE, PURAMANNUR

(A Post Graduate College Affiliated to University of Calicut, Approved by Government of Kerala and Recognized by UGC under 2(f))  
Puramannur P.O., Valanchery, Malappuram Dist, Kerala, PIN: 676552

### ALUMINI FEEDBACK ANALYSIS REPORT ON CURRICULUM

No.	Question	Feedback in percentage (Total responses 100)				
		Very difficult	Difficult	Somewhat difficult	Simple	
1	Were the courses difficult to study?	14.96	20.61	43.65	20.78	-
2	Was the subject matter interesting?	29.92	46.97	12.76	10.35	-
3	Was the course relevant to the programme offered?	33.03	44.71	19.16	3.1	-
4	Were the course stimulating to search for further knowledge?	30.63	48.09	16.85	4.43	-
5	Were the course covered all the aspects to be studied in the area?	30.09	44.31	21.74	3.86	-
6	Did the course further your knowledge?	31.86	55.42	11.20	1.52	-
7	Will you be interested in undertaking further studies in the area?	41.69	44.23	9.02	5.06	-
8	The curriculum and syllabus content appreciate for your placement and higher education	30.78	41.66	22.30	5.26	Strongly agree 0.00
9	The institute student-centric in all its academic initiatives	29.09	39.38	30.38	0.36	Strongly agree 0.79
10	All the academic courses of the institution were transparent	28.54	46	20.83	3.87	Strongly agree 0.76

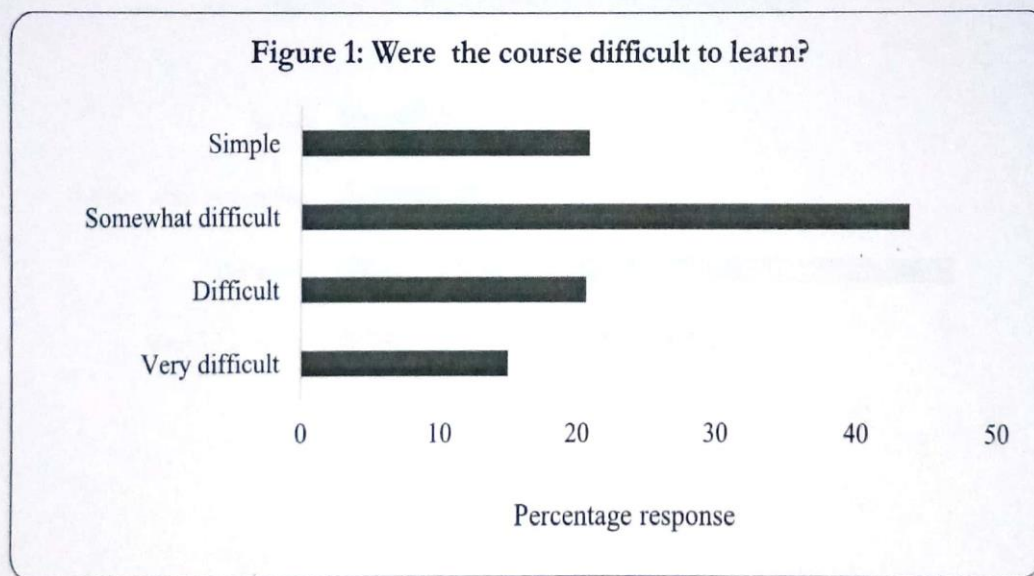
Phone: 8281899834, 9539111173

www.majliscollege.org, E-mail: majliscollege@majliscomplex.org

Principal  
Majlis Arts & Science College  
Puramannur P.O., Malappuram Dist  
Kerala - 676552



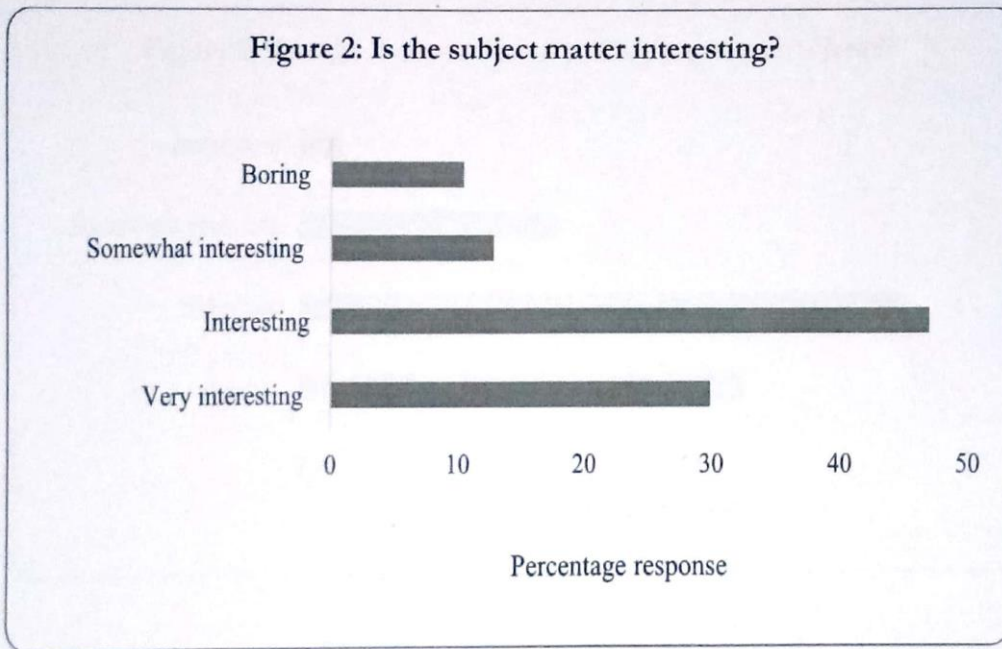
**Figure 1:** The difficulty faced by the alumni during the course is analysed using four levels of opinion which are simple, somewhat difficult, difficult and very difficult. The graphical representation of the opinion is arranged in such a way that the horizontal axis represents the percentage response and the vertical axis represents the alumni' feedback. Out of the total responses, 14.96 per cent are of the opinion that the course was very difficult to study. Similarly, 20.61 per cent of alumni believe that the course was difficult. However, 43.65 per cent of alumni have the opinion that the course was 'somewhat difficult', and 20.78 per cent voted as the course was simple.



  
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**Figure 2:** The survey examined the attractiveness of the courses based on the subject matter. The responses of the alumni is obtained. The responses are categorised into four as boring, somewhat interesting, interesting and very interesting. According to the survey, 10.35 per cent of the respondents feel the subject matter was boring. However, 12.76 per cent experienced the subject matter was somewhat interesting. A large fraction of the alumni (46.97 per cent) have responded that the subject matter was interesting to them. In line with this, 29.92 per cent is voted as the subject matter was very interesting.

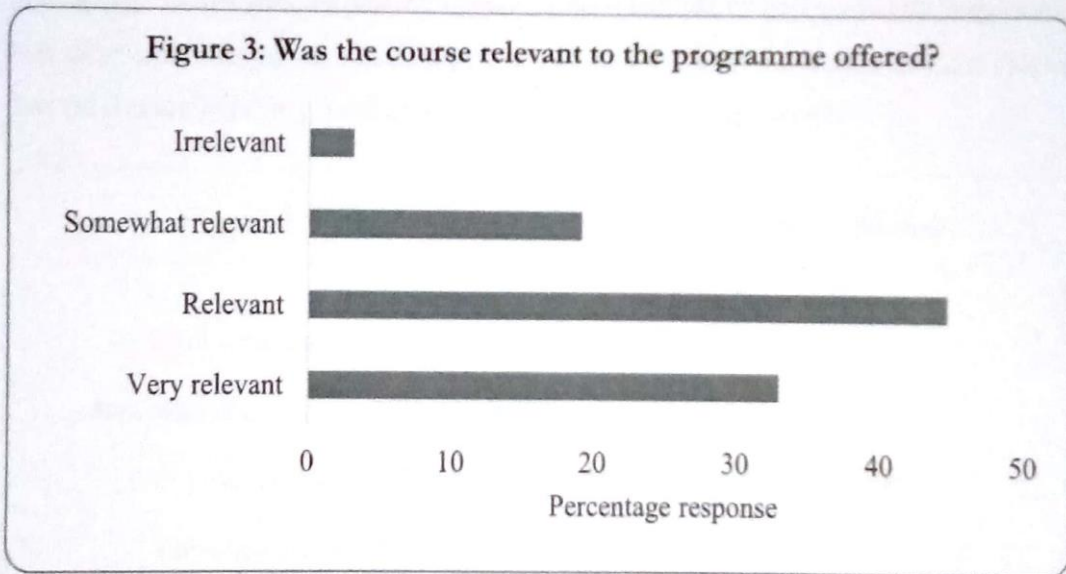


  
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**Figure 3:** Understanding the alumni's opinion about the relevance of a particular course to a programme is inevitable for further reformation. The survey has explored the experience of respondents regarding the course relevance. Of the samples collected, only 3.1 per cent responded that the course was irrelevant to the programme. When 19.16 per cent opined that the course was somewhat relevant, a large portion (44.71 per cent) of the alumni have voted as the course was relevant to the programme. In addition, 33.03 per cent of the respondents are strongly believed that the course was very relevant to the programme they chose.

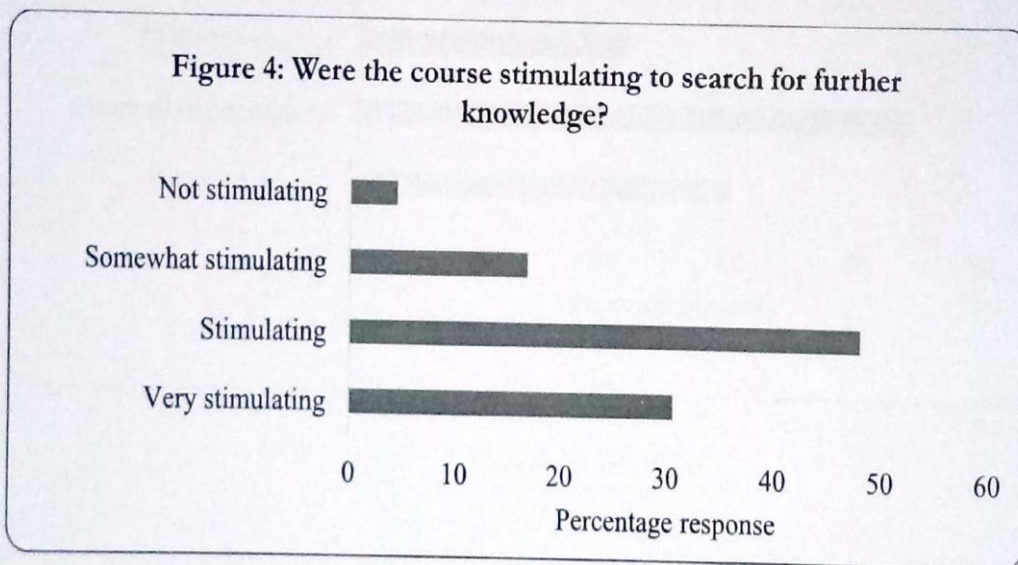


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**Figure 4:** How a course contributes to the search for further knowledge is a defining criterion of a good curriculum. Understanding alumni's opinions regarding the inspiration of the courses for further knowledge-search is included in the survey with this objective. With the four categories of opinions such as not stimulating, somewhat stimulating, stimulating and very stimulating, the responses remarked the constructive inspiration of courses for further knowledge search. Only 4.43 per cent responded that the course was not stimulating future research. Contrary to this, 16.85 per cent of the responses favour the choice 'somewhat stimulating'. In line with the positive opinion, around half (48.09 per cent) of the respondents cast their vote in favour of 'stimulating', while 30.63 per cent of the alumni have the opinion that the courses were very much stimulating the future knowledge search.



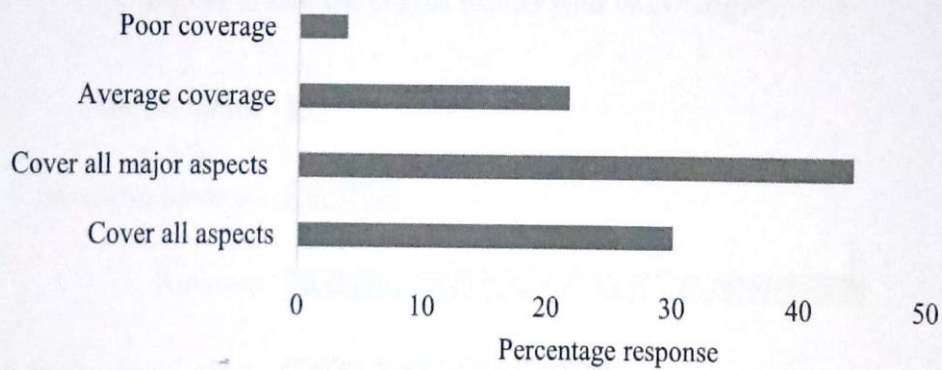
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**Figure 5:** The coverage of the syllabus is surveyed among the alumni using the ratings such as poor coverage, average coverage, cover all major aspects and cover all aspects. Out of the total responses received, 3.86 per cent expressed that the course coverage was poor, and 21.74 per cent said it was average. A big fraction of the respondents (30.09 per cent) believe that the courses covered all aspects of the area while the majority (44.31 per cent) conveyed that the courses covered all the major aspects of the field.

**Figure 5: Does the course cover all the aspects to be studied in the area?**



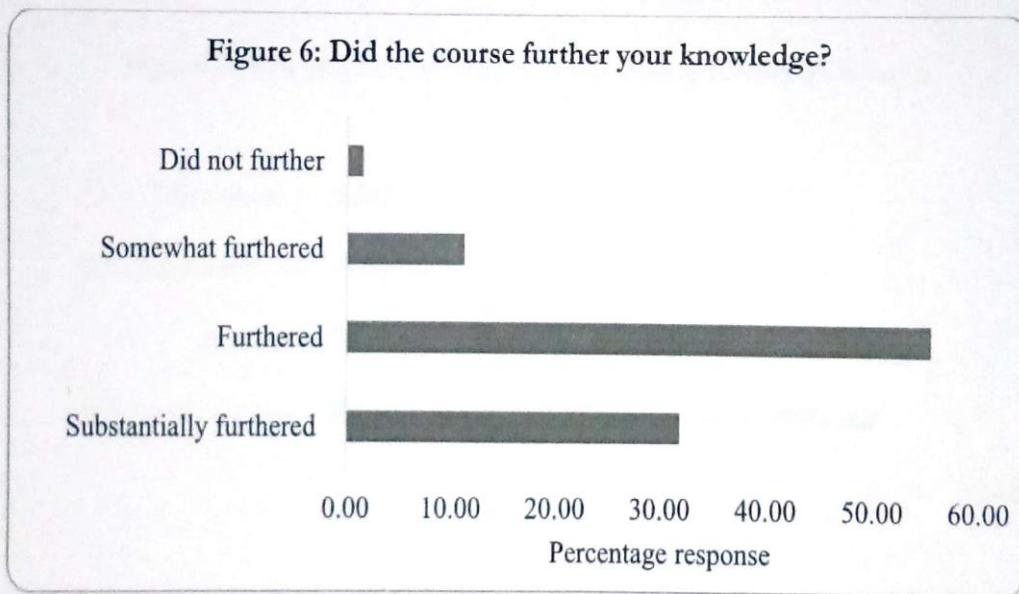
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**Figure 6:** A course can be valued based on its ability to upgrade the pupil's knowledge. In this respect, the survey includes a specific question evaluating the opinion of alumni on whether the courses have improved their knowledge. A few responses (1.52 per cent) are negatively addressed the query that the course did not further the knowledge. A fair portion (11.20 per cent) of the responses favours the course that they somewhat furthered the knowledge. The majority of the alumni (55.42 per cent) expressed that the course furthered their knowledge. Consistent with this, 31.86 per cent of the respondents disclosed that the courses substantially furthered their knowledge.




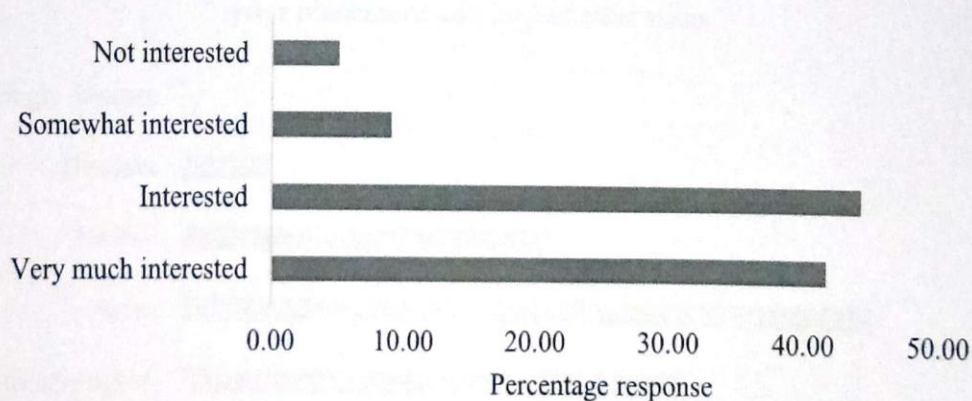
  
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Figure 7: In the survey, the interest acquired from the course for undertaking further studies in the same area is examined using four levels of opinions. The question aims to understand the influence of the course on the pupils' interest in higher studies in the same field of discipline. A few alumni (5.06 per cent) expressed their opinion as not interested. Besides a fraction (9.02 per cent) of the respondents being somewhat interested in undertaking further studies, a significant fraction of alumni (44.23 per cent) conveyed their opinion as interested. Aligned with the majority opinion, 41.69 per cent of respondents were "very much interested" to undertake further studies after their course.

**Figure 7: Will you be interested in undertaking further studies in the area?**



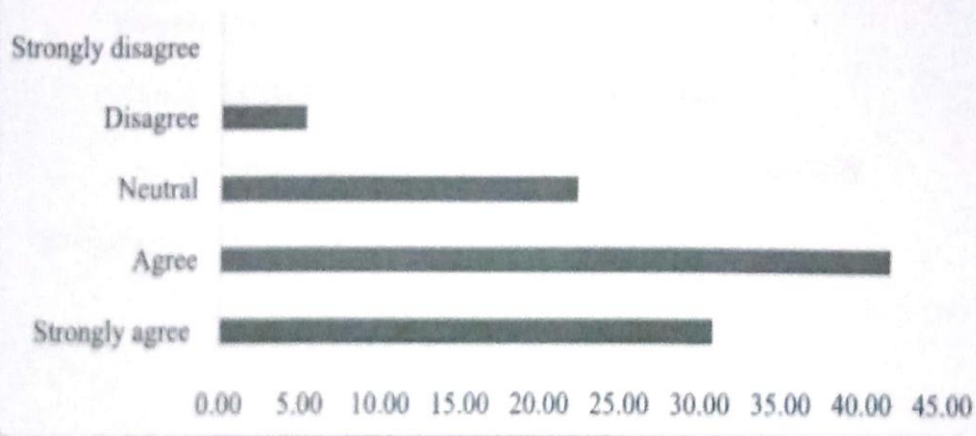
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**Figure 8:** The syllabus and the curriculum are valued in the perspective of their contribution towards placement and higher education. Five-point scales are used to analyse the opinions of alumni. When none of the alumni has 'strongly disagreed' that the syllabus and the curriculum appreciated the placement and higher education, 5.26 per cent of alumni have disagreed with the statement. A significant fraction (30.78) of the respondents strongly agree that the syllabus and the curriculum appreciated the placement and higher education. The majority (41.66) have agreed that the syllabus and the curriculum appreciated the placement and higher education. However, 22.3 per cent of alumni have a neutral opinion on the statement.

**Figure 8: The curriculum and syllabus content appreciated for your placement and higher education**



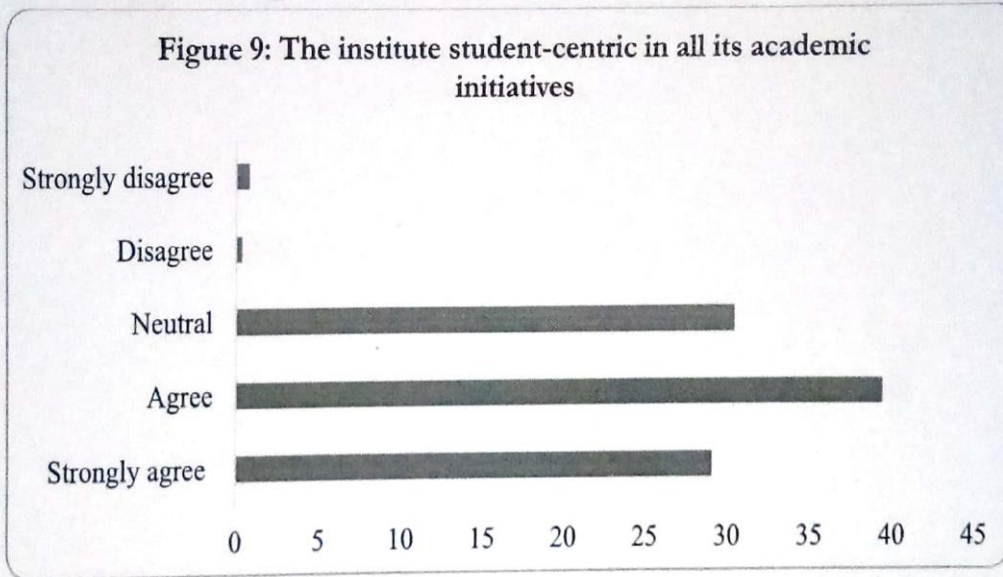
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**Figure 9:** The opinion of alumni is obtained to understand whether the college is student-centric or not in the academic initiatives. Five-point scales are used to analyse the opinions of alumni. When a few (0.79 per cent) alumni strongly disagree with the statement that the college is student-centric in the academic initiatives, 0.36 per cent disagree. The majority (39.38 per cent) of the respondents agree that the college is student-centric in the academic initiatives. In line with the majority, 29.09 per cent strongly agree that the college is student-centric. However, a significant fraction (30.38 per cent) of the respondents are neutral.

**Figure 9: The institute student-centric in all its academic initiatives**

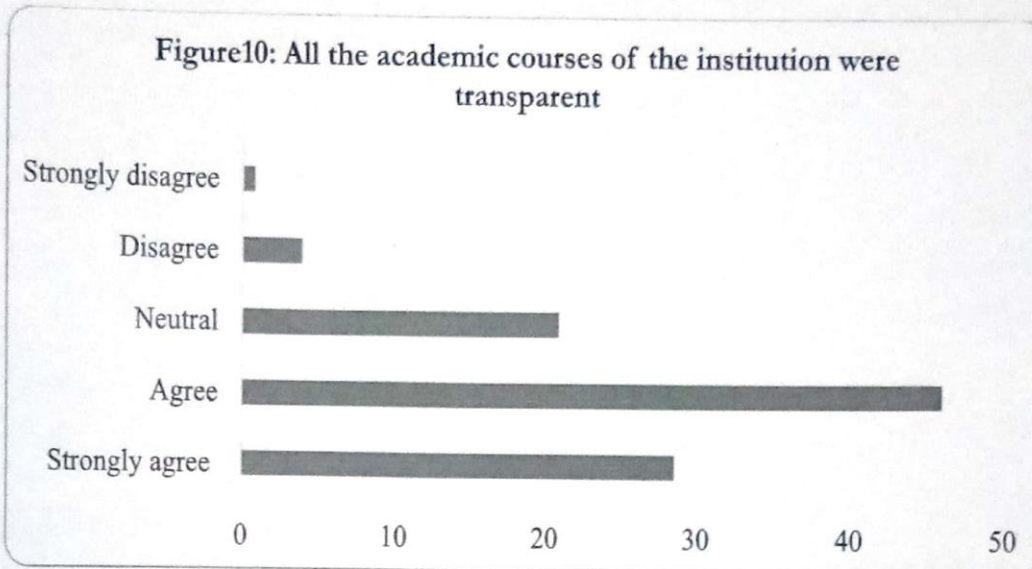


  
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**Figure 10:** The transparency of the courses provided in the college is examined using the opinion of the alumni. In the survey, a five-point scale is used to analyse the alumni's opinions. A few alumni (0.76 per cent) has 'strongly disagreed' that the courses were transparent. Adding to this, 3.87 per cent of the alumni have 'disagreed' with the statement. When the majority (46 per cent) of the respondents have 'agreed' that the courses in the college were transparent, 28.54 per cent 'strongly' stated that the courses were transparent. However, 20.83 per cent of the alumni responses are neutral.



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