



Stakeholders' Feedback & Student Satisfaction Survey - 2019-2020

An analysis

To shape the future



Alumni



Teacher



Student

Perception on Curriculum & General aspects

**IQAC
2020**

Annamalai University



Stakeholders' Feedback & Student Satisfaction Survey

Objectives

- To quantify the level of satisfaction experienced by students regarding the curricular and other aspects during their course of learning in the University
- To measure the level of satisfaction acquired by the alumni with regard to general and curricular aspects of the University
- To obtain the views of Teachers on syllabus review and redesign
- To identify the pit falls and bottle necks in the process of facilitating teaching- learning process
- To address the problems and the gaps identified in academic process improvement
- To derive strategies for quality enhancement
- To set new goals for future and life long learning

Methodology

Annamalai University gets feedback from all the Stakeholders and conducts Student Satisfaction Survey every year with structured questionnaires specifically designed for its alumni, students, and teachers in the following aspects:

- 1.Alumni feedback on curricular aspects
- 2.Alumni feedback on general aspects
- 3.Student feedback on curricular aspects
- 4.Teacher feedback on curricular aspects

1.Alumni Feedback on Curricular Aspects

Questionnaire

1. The course objectives are well defined
2. The course modules are logically structured
3. Emphasis is on both fundamentals as well as latest developments
4. Includes both theory and applied aspects of the subject.
5. Recommended text books are appropriate and up-to-date
6. Offers a range of optional /elective/value-added courses
7. Incorporates soft skills
8. Includes project/dissertation/in-plant training/industrial visit/field visit
9. Provides scope for acquiring employability skills
10. Is periodically revised/updated
11. Specific Suggestions on Curriculum

Alumni Curriculum Feedback is available in alumni portal of the University website. It is designed to obtain the perspectives of alumni on current syllabus in departments of study with a view to enhance the quality of the academic programmes. Agreement levels of alumni on the following aspects of curriculum are given prime focus in the questionnaire.

Agreement levels

For Question Nos. 1 to 10

Strongly disagree
Disagree
Not sure
Agree
Strongly agree

Question No.11

Open ended

Questionnaire available at : https://annamalaiuniversity.ac.in/alumni/alumini_curriculum_feedback_staff.php



Stakeholders' Feedback & Student Satisfaction Survey

2. Alumni Feedback on General Aspects

In alumni general feedback form the following parameters are covered to assess the satisfactory level of alumni on general aspects of the campus during their course of learning:

Questionnaire

1. Admission Procedure
2. Fee Structure
3. Courses of the programme
4. Environment
5. Infrastructure & Lab facilities
6. Quality of support material
7. Hostel facilities
8. Library facilities
9. Hospital/Healthcare facilities
10. Sports facilities
11. Alumni Network
12. Overall rating of the University

Agreement levels

- Poor
- Average
- Good
- Very Good
- Excellent

3. Student Feedback on Curricular Aspects

Survey on curricular aspects aims at collecting the feedback of the students on following parameters:

Questionnaire

1. The course objectives are well defined
2. The course modules are logically structured
3. Emphasis is on both fundamentals as well as latest developments
4. Includes both theory and applied aspects of the course
5. Recommended text books are appropriate and up-to-date
6. Offers a range of optional/electives/value-added courses
7. Incorporates soft skills
8. Includes project/dissertation/in-plant training/industrial visit/field visit
9. Provides scope for acquiring employability skills
10. Is course content periodically revised/updated?

Agreement levels

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

Question No.11 Open ended

Questionnaires available at :

Alumni Feedback on General Aspects

- https://annamalaiuniversity.ac.in/alumni/alumin_feedback.php

Student Feedback on Curricular Aspects

- https://annamalaiuniversity.ac.in/studport/index_feedback.php

Stakeholders' Feedback & Student Satisfaction Survey

4. Teacher Feedback on Curricular Aspects

To obtain the perception of teachers on curricular aspects of the courses handled by them, questionnaire has been designed and uploaded in the staff portal of the university website. It explores the degree of agreement by the teachers on curricular aspects as given in the form for student feedback on curricular aspects. The open ended question given in the questionnaire aims at eliciting specific comments or inputs from the teachers to find the lapses, and to enhance the curriculum.

Questionnaire
1.The course objectives are well defined
2.The course modules are logically structured
3.Emphasis is on both fundamentals as well as latest developments
4.Includes both theory and applied aspects of the course
5.Recommended text books are appropriate and up-to-date
6.Offers a range of optional/electives/value-added courses
7. Incorporates soft skills
8.Includes project/dissertation/in-plant training/industrial visit/field visit
9.Provides scope for acquiring employable skills
10.Is course content periodically revised/updated?

Agreement levels

Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

Question No.11 Open ended

The collection of feedback ensures an inclusive participatory management approach that facilitates every stakeholder to actively participate in the process of redefining curricular and other aspects of education in the University.

Questionnaire available at - https://annamalaiuniversity.ac.in/staffport/course_feedback_staff.php

PROCESS

- The survey process is done by uploading the questionnaire in the University website at student, staff and alumni portals
- The students are sensitised about the importance of the survey and its objectives through their class co-ordinators and mentors
- Emphasis is given to offer fair and actual opinions by the respondents without any personal bias and hesitation.



Stakeholders' Feedback & Student Satisfaction Survey



The data obtained through online process are analysed to derive a meaningful conclusion on faculty-wise programmes.

Distribution of respondents participated in the survey during 2019-2020

Particulars of Survey	Faculty/Department of the Respondent	No. of Participants
Alumni feedback on curricular aspects	Alumni from all faculties	1036
Alumni feedback on general aspects	Alumni from all faculties	83
Student feedback on curricular aspects	Faculty of Arts	792
Student feedback on curricular aspects	Faculty of Agriculture	1041
Student feedback on curricular aspects	Faculty of Science	231
Student feedback on curricular aspects	Faculty of Education	365
Student feedback on curricular aspects	Faculty of Engineering and Technology	320
Student feedback on curricular aspects	Faculty of Medicine	1076
Student feedback on curricular aspects	Faculty of Dentistry	29
Teacher feedback on curricular aspects	Faculty of Agriculture	294
Teacher feedback on curricular aspects	Faculty of Arts	258
Teacher feedback on curricular aspects	Faculty of Engineering and Technology	262
Teacher feedback on curricular aspects	Faculty of Fine Arts	154
Teacher feedback on curricular aspects	Faculty of Science	194
Teacher feedback on curricular aspects	Faculty of Marine Sciences	140
Teacher feedback on curricular aspects	Faculty of Education	91
Teacher feedback on curricular aspects	Faculty of Indian Languages	24
Teacher feedback on curricular aspects	Faculty of Medicine	86
Teacher feedback on curricular aspects	Faculty of Dentistry	19
Total Number of Respondents		6495



Stakeholders' Feedback & Student Satisfaction Survey



Alumni Feedback on Curricular Aspects

85



Alumni opined in favour of following curricular aspects adopted

- Well defined course objectives
- Logically structured modules
- Emphasis on both fundamental and latest developments
- Coverage of theory and applied aspects
- Recommendation of appropriate and up to date text books
- Provision of optional /electives/value-added courses
- Inclusion of project/dissertation/in-plant training/industrial visit/field visit in the programmes

Disagreement level

Less than 10%

A good sign of gross satisfactory level of curricular aspects adopted

- However less than 80 per cent are in agreement level with respect to incorporation of Soft Skills and Employability Skills (Fig. 1)
- Out of 1036 respondents, only 420 have answered to the open-ended questions given in the response sheet. More than 90% of responses are complimentary comments about curriculum and a few remarks have been construed as redundant as the respondents have not gone through the latest syllabus uploaded in the website.

Important Suggestions By Alumni

- Enhancing the syllabi with Outcome Based Module
- Inclusion of Disaster management concept in B.Ed.
- Inclusion of Advanced PLC in Automation Lab
- Emphasis for AI and machine learning in Engineering programmes
- Alumni debate by FEAT alumni to update industrial skill set required.
- Strengthening of Crop production courses in Agriculture
- Cruise participation and SCUBA diving – as mandatory component in all course of Marine Biology and provision of offering separate certificate for the same
- Inclusion of Current industrial needs, contemporary developments and up dates in content of all the programmes
- Emphasis on Digital architecture, Integrated Design & Manufacturing, Design for cost, service in Manufacturing Engineering.



Stakeholders' Feedback & Student Satisfaction Survey



Alumni Feedback on Curricular Aspects

Important Suggestions by Alumni

- Offering Minor Engineering option in Engineering programmes was welcomed.
- The major + minor engineering courses should be combined in such a way that graduating students can head start in industry. Example, minor engineering courses (theory + lab) should be provided so that computer engineer can write program for engine ECU, control Auxillary units in a car, or experiment with Automotive.
- Inclusion of Entrepreneurship and Environmental Economics in Arts programmes.
- Emphasis on Extracurricular activities for profile building of students.
- Emphasis for introduction of Data Science, Supply chain, Industrial Internet of things - connected machines etc in Chemical Engineering programme.
- Inclusion of MCQs in all courses to enable better understanding of concepts and performance in competitive exams.
- Inclusion of CSIR NET syllabus in Earth Science.
- Inclusion of study tour, Qualifying viva, Industrial visit, Internship during vacation/Job training, Mini projects, topical research/seminar are the major request by many alumni.
- LIS software training in Digital libraries for Library science programmes.
- Inclusion of communication skill in MBBS programme.
- MCAC502 Core 24: Python and R Programming may be bifurcated into two courses and machine learning may be included as a separate course.
- Inclusion of Pandemic Disaster Management.
- Inclusion of Quality Control of Medical Devices in Pharmacy Programmes.
- Inclusion of Research ethics.
- Inclusion of simulation games and fact finding research in Business management.
- Inclusion of more Soft skill components, Skill in Website design and Mobile app creation are suggested by few.



Impression

- There is a need to identify the gaps in the offering of soft skills and employability skills courses
- Modalities are to be derived to offer these skill components to all disciplines of students at the earliest
- The specific suggestions offered on inclusion of course contents by the alumni are to be placed before the Departments of studies concerned to assess their validity



Stakeholders' Feedback & Student Satisfaction Survey



Alumni Feedback on General Aspects

>80% Alumni hold good opinions on

- Admission Procedure
- Fee Structure, Environment
- Infrastructure & Lab facilities
- Quality of Support Material

- Library Facilities
- Hospital/Healthcare Facilities
- Sports facilities and
- Alumni Network

Opinion by Alumni

Around 5 percent of respondents have opined that the level of satisfaction on the courses of the programme and Hostel facilities as poor (Fig.2). Around 98 per cent of respondents opined the response as good and above good levels. In all the above aspects, there is nil or very negligible report stating the rating as poor. However, hostel facilities are rated as poor by 8.34 per cent and as average by 7.23 per cent respondents.

Correlation of General aspects of University with Overall rating suggested that all the parameters including Admission Procedure, Environment, Infrastructure & Lab facilities, Quality of support material, Library facilities, Hospital/Healthcare facilities, Sports facilities and Alumni Network have positively attributed to the overall rating given by the alumni with high level of significance. However, the level of satisfaction on Hostel facilities and fees structure contributed significantly less when compared with the trend lines set by other parameters (Fig.3).



Impression

- There is a need to identify the lacuna in hostel facilities and rectify shortfalls
- Aspects of existing fee structure may be looked into by a comparative analysis with the peer institutions



Stakeholders' Feedback & Student Satisfaction Survey



Student Feedback on Curricular Aspects

>85% Students unanimously agree with curricular aspects

The results are depicted in graphical form for faculty wise data (Figs. 4 to 10)

Suggestions by Students

Out of 3860 respondents 376 have answered to the open ended questions given in the response sheet. More than 60% of responses are of complementary nature

- Provisions are to be enhanced for Soft Skills, Employability components and practical learning components like Summer Projects, Internship, Study Tour, etc.
- Certain minor shortfalls in lab equipment and practical facilities are to be rectified and Laboratory timing is to be extended.
- Many respondents from Agriculture have expressed their concern and difficulties about attending morning classes at 6.30 am and requested for change in the timings.
- Manually writing practical records was expressed as a constraint by Agriculture students since every course has practical. Further, they feel writing records consume more time which restricts them to attend other academic works. Printed record option is suggested by them.
- Lapses in hostel facilities are to be improved.



Impression

There is a need to address the following issues:

- Enhancing soft skills, employability courses, summer projects, internship, study tour and other practical learning components in all programmes wherever feasible.
- Addressing the minor shortfalls in lab equipment and practical facilities
- Exploring feasibility to reschedule morning class timings for Agriculture faculty.
- Exploring feasibility to digitise practical record or providing printed practical manuals or reframe the practical exercises with more practical components and less record works for Agriculture programmes
- Addressing shortfalls in hostel facilities



Stakeholders' Feedback & Student Satisfaction Survey

Teacher Feedback on Curricular Aspects

>95% Teachers unanimously agree with curricular aspects

- The high proportion of teachers expressing their agreement on curricular aspects as almost every teacher is involved in the process of defining syllabus content.
- However, in the Faculty of Indian Languages, 15 to 20 percent of respondents have expressed that they are not sure of optional/electives/value-added courses, incorporation of soft skills and inclusion of project/dissertation/in-plant training/industrial visit/field visit in the curriculum.
- The results are depicted in graphical form for faculty-wise data (Fig. 11 to 20).

Inference

1. Programmes which do not have the components of Industrial visits, internships & in-plant training need to be identified
2. Provisions must be enhanced for Soft Skills, Employability courses, Summer Projects, Internship, Study Tour and Practical Learning in all programmes, wherever feasible
3. Space for extracurricular activities should be augmented, and hostel amenities and ambiance should be improved to the satisfactory level
4. The specific suggestions on inclusion of course contents opined by the alumni are to be transferred to the Departments of studies concerned to assess their validity and feasibility to be considered in due course of syllabus revision
5. Minor shortfalls in lab equipment and practical facilities need to be addressed by Departments of studies concerned
6. Laboratory timings need to be rescheduled to facilitate lab research after hours.
7. Morning class timings may be rescheduled to make it convenient for Faculty of Agriculture
8. Feasibility of providing printed practical manuals to ease out time constraint in preparation of record works in Agriculture programmes has to be considered
9. Aspects of existing fee structure may be looked into by a comparative analysis with the peer institutions

Deputy Director
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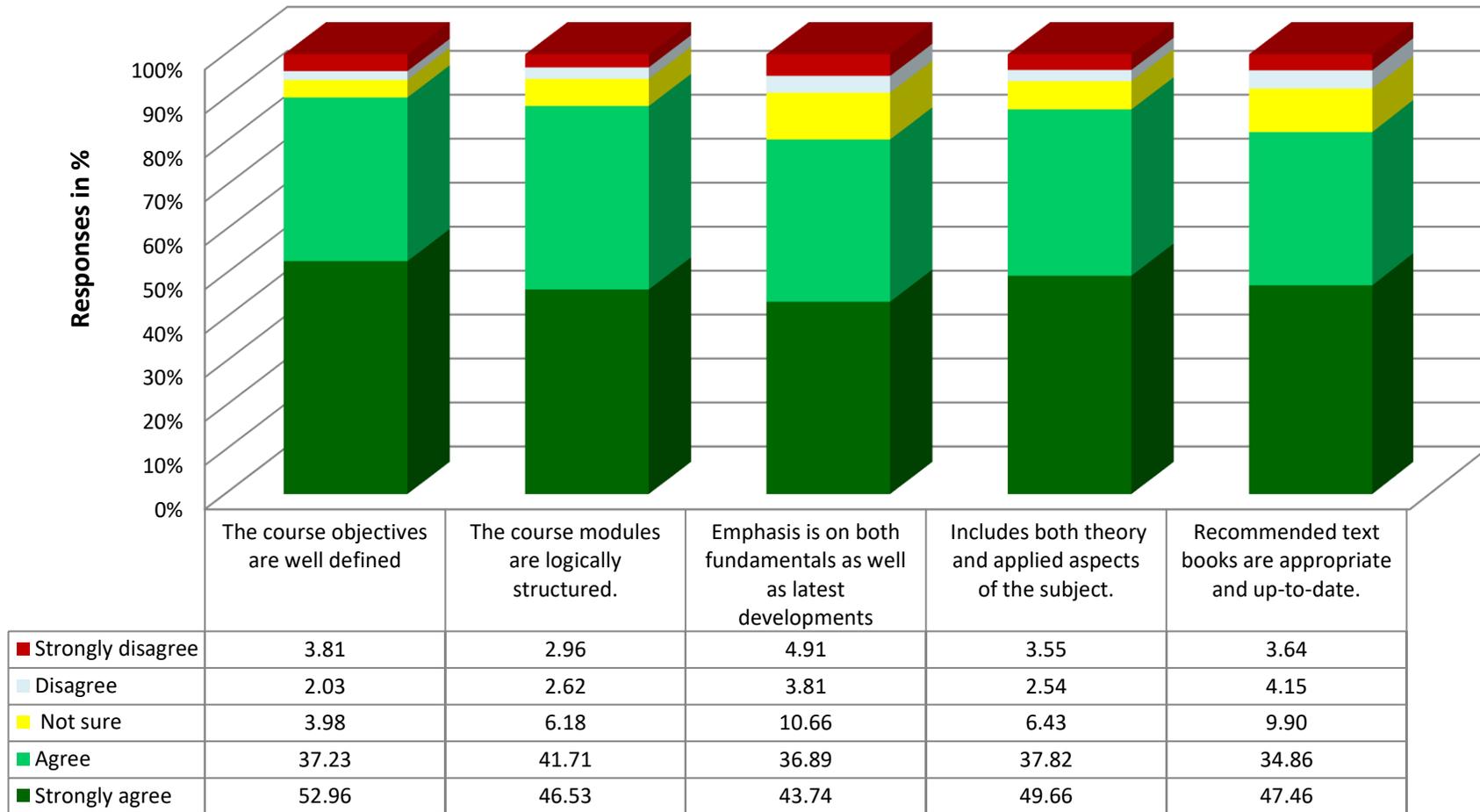


Fig. 1a. Alumni feedback on curriculum of Annamalai University- 2019-20 (n=1036)

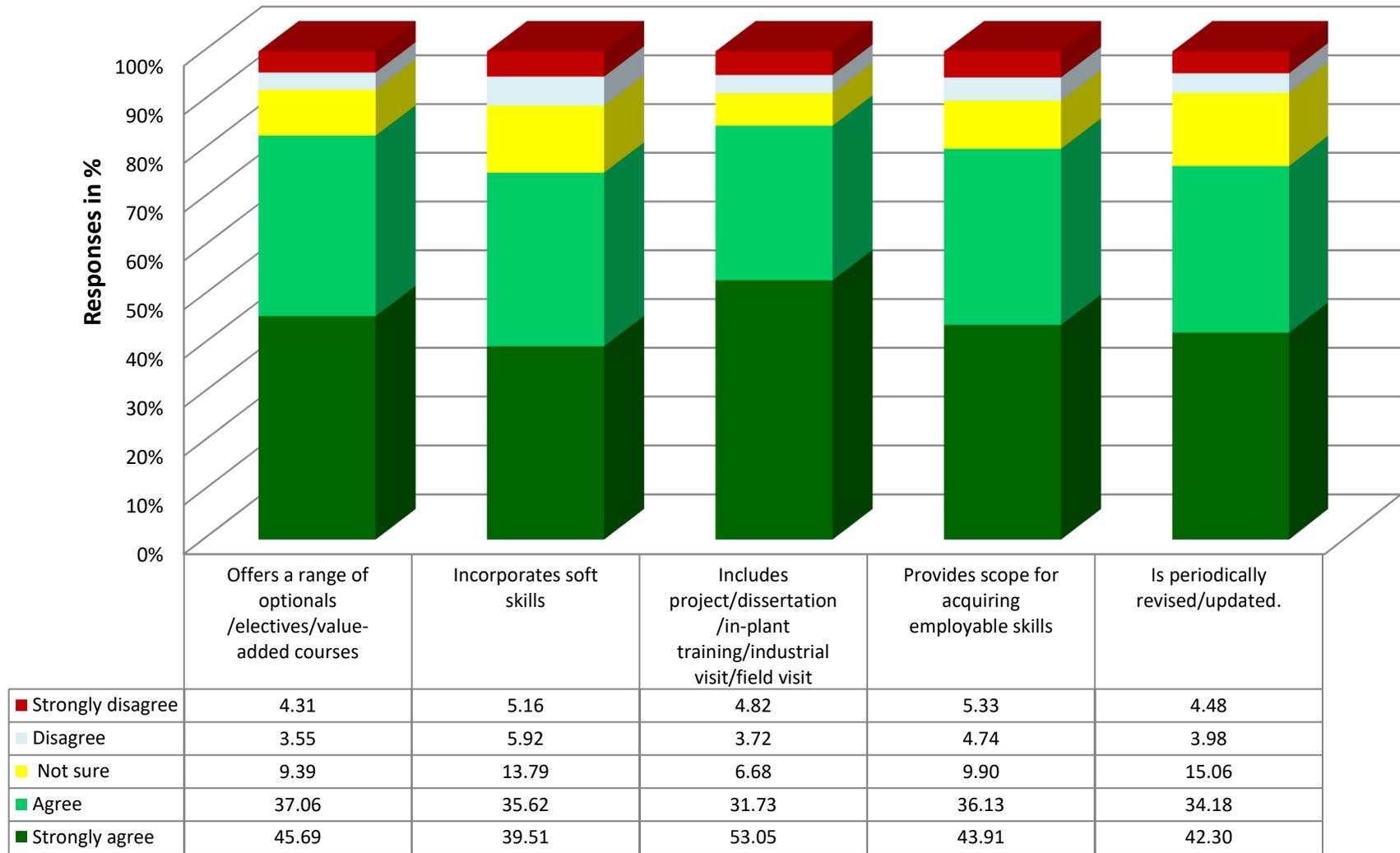


Fig. 1b. Alumni feedback on curriculum of Annamalai University- 2019-20 (n=1036)

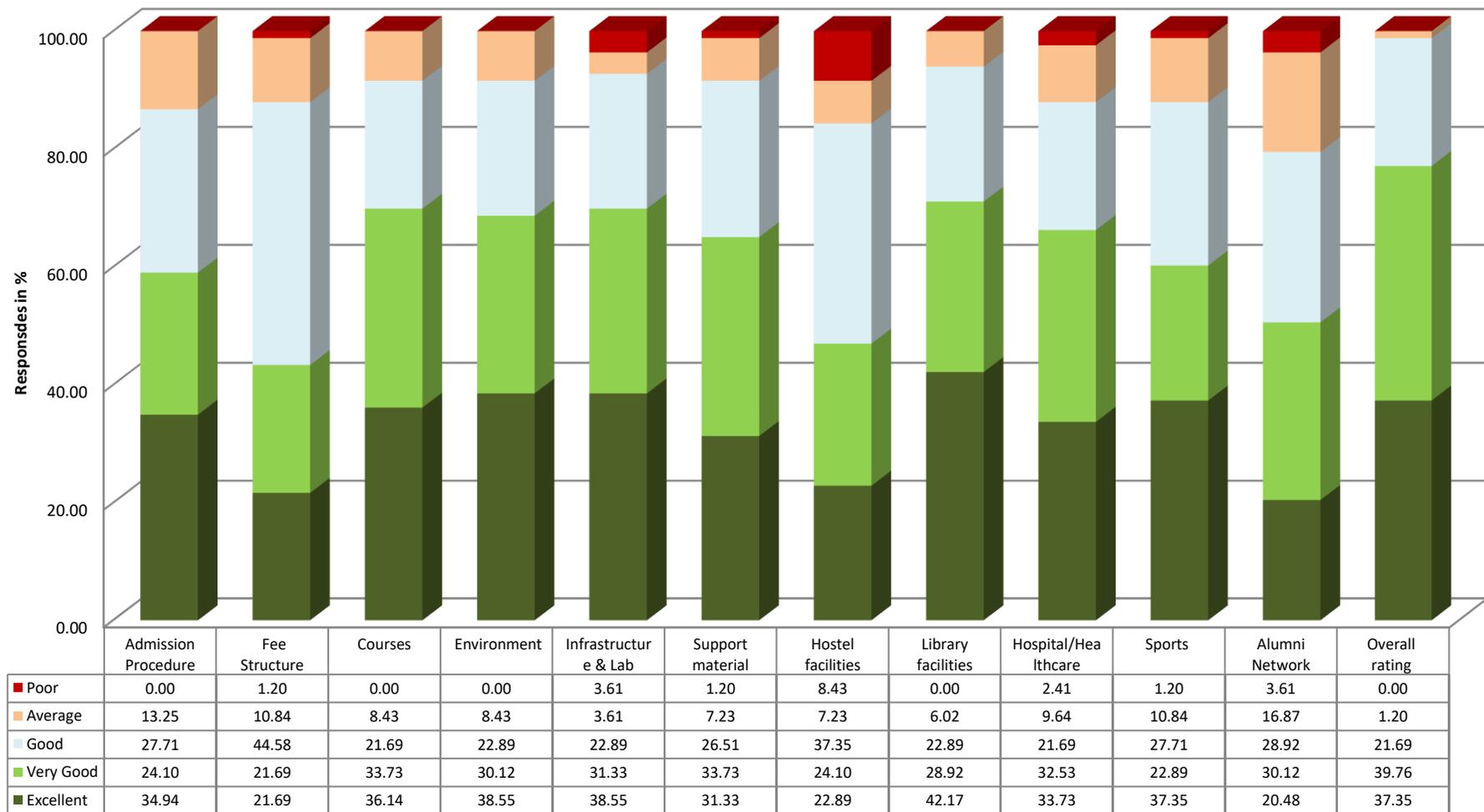


Fig. 2. Alumni feedback on general aspects of Annamalai University- 2019-20 (n=83)

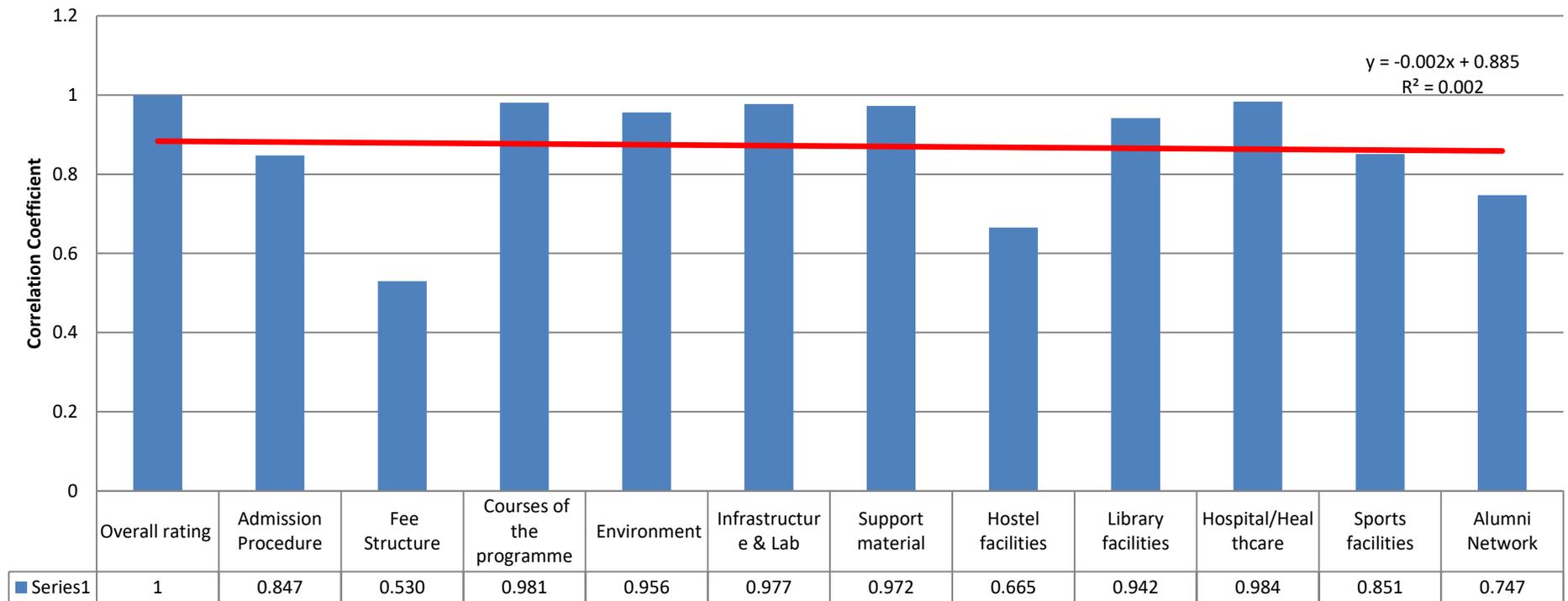


Fig.3 Pearson Correlation of general aspects of University with overall rating by Alumni

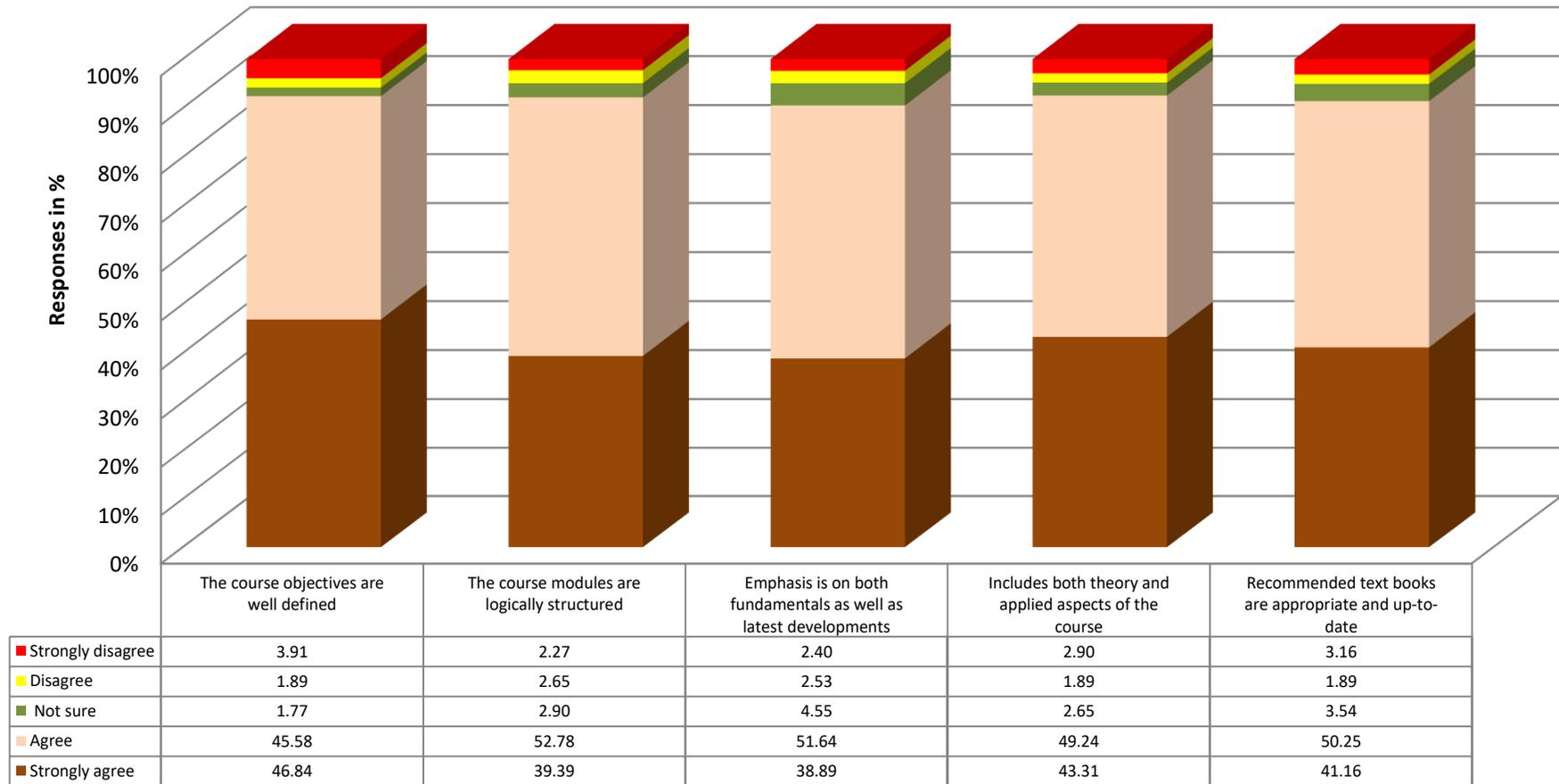


Fig. 4a. Student feedback on curricular aspects of Post Graduate programmes in the Faculty of Arts 2019-20 (n=792)

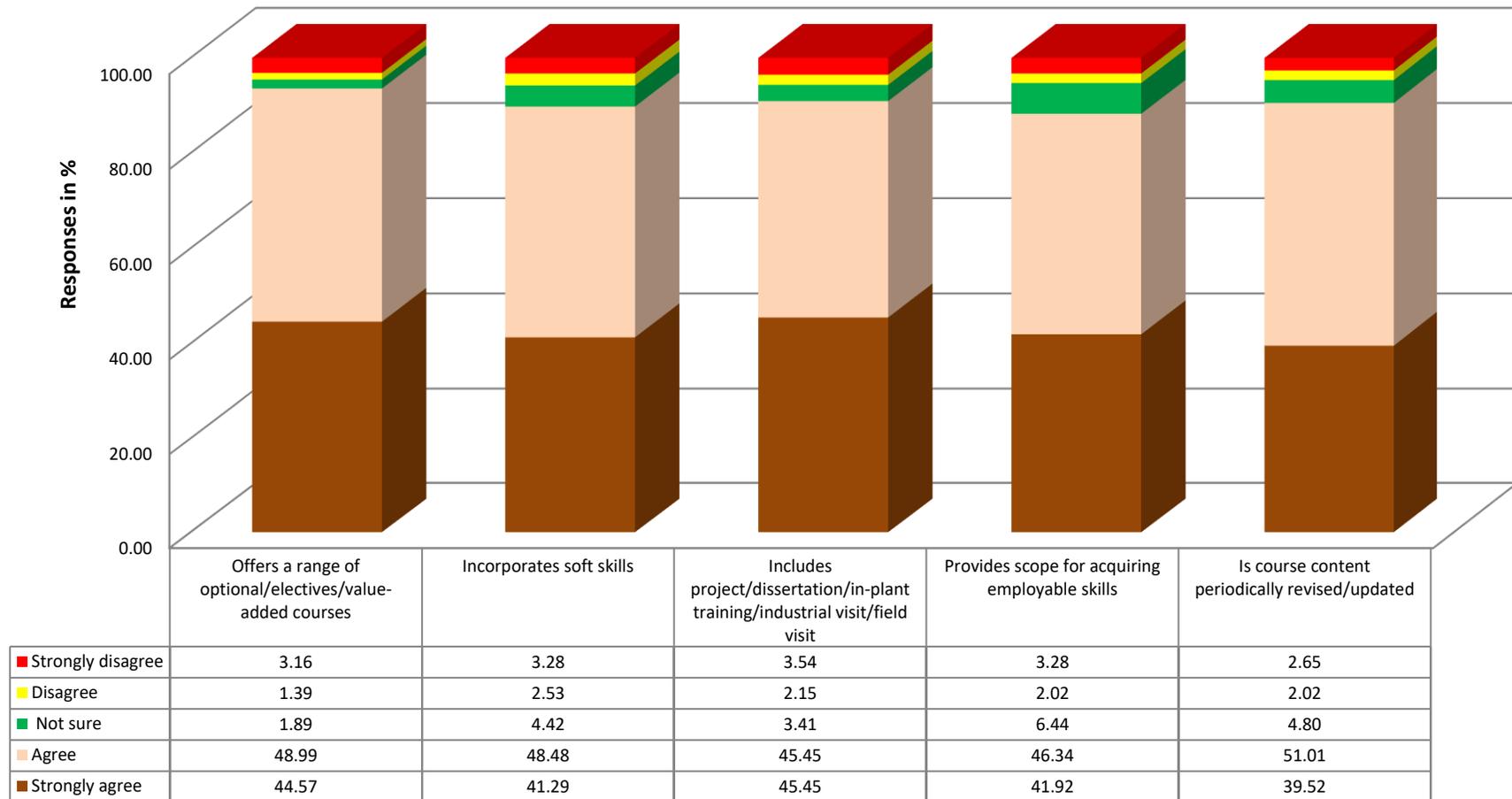


Fig. 4b. Student Feedback on Curricular Aspects of Post Graduate Programmes in the Faculty of Arts 2019-20 (n=792)

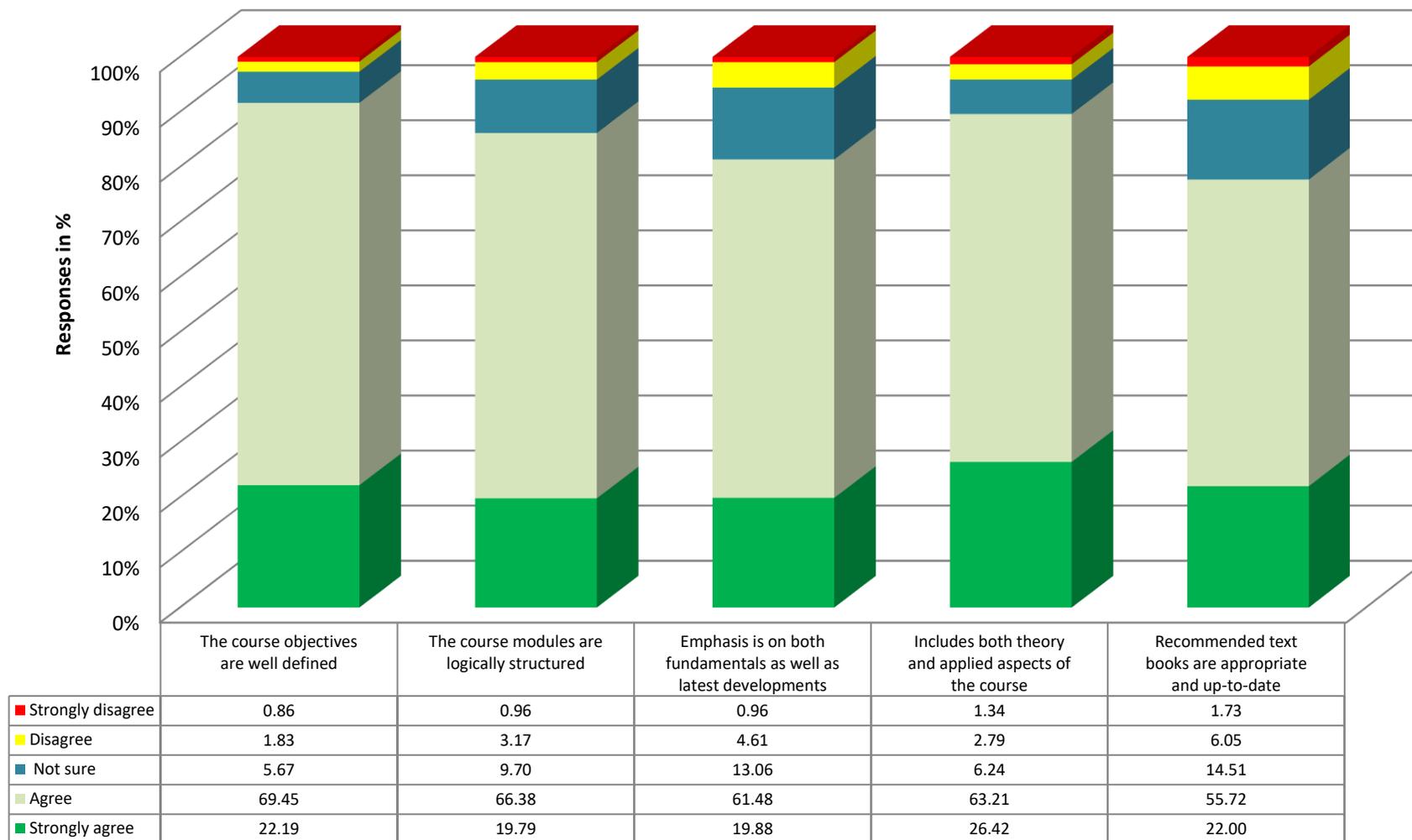


Fig. 5a. Student Feedback on Curricular Aspects of programmes in the Faculty of Agriculture 2019-20 (n=1041)

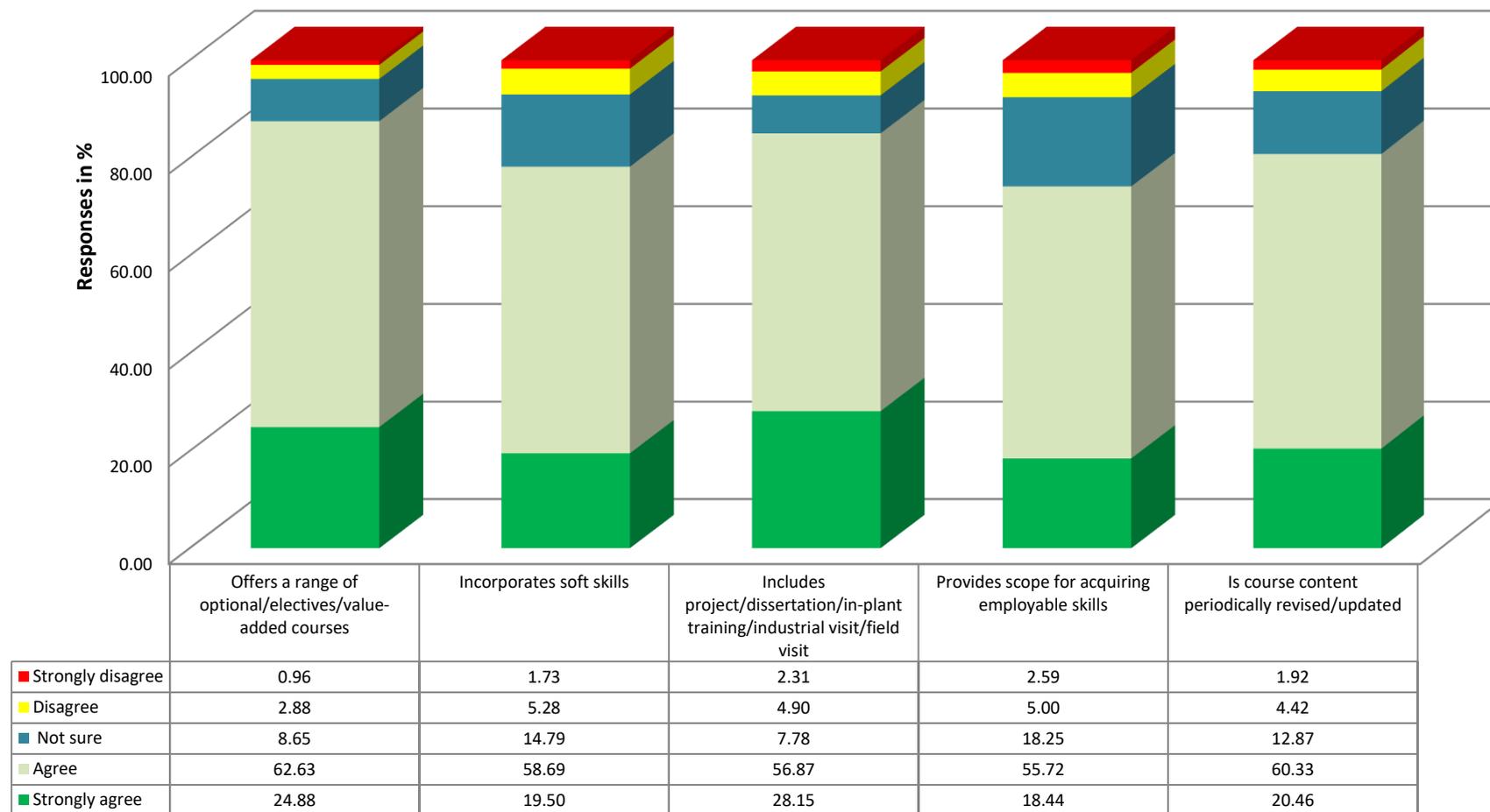


Fig. 5b. Student Feedback on Curricular Aspects of programmes in the Faculty of Agriculture 2019-20 (n=1041)

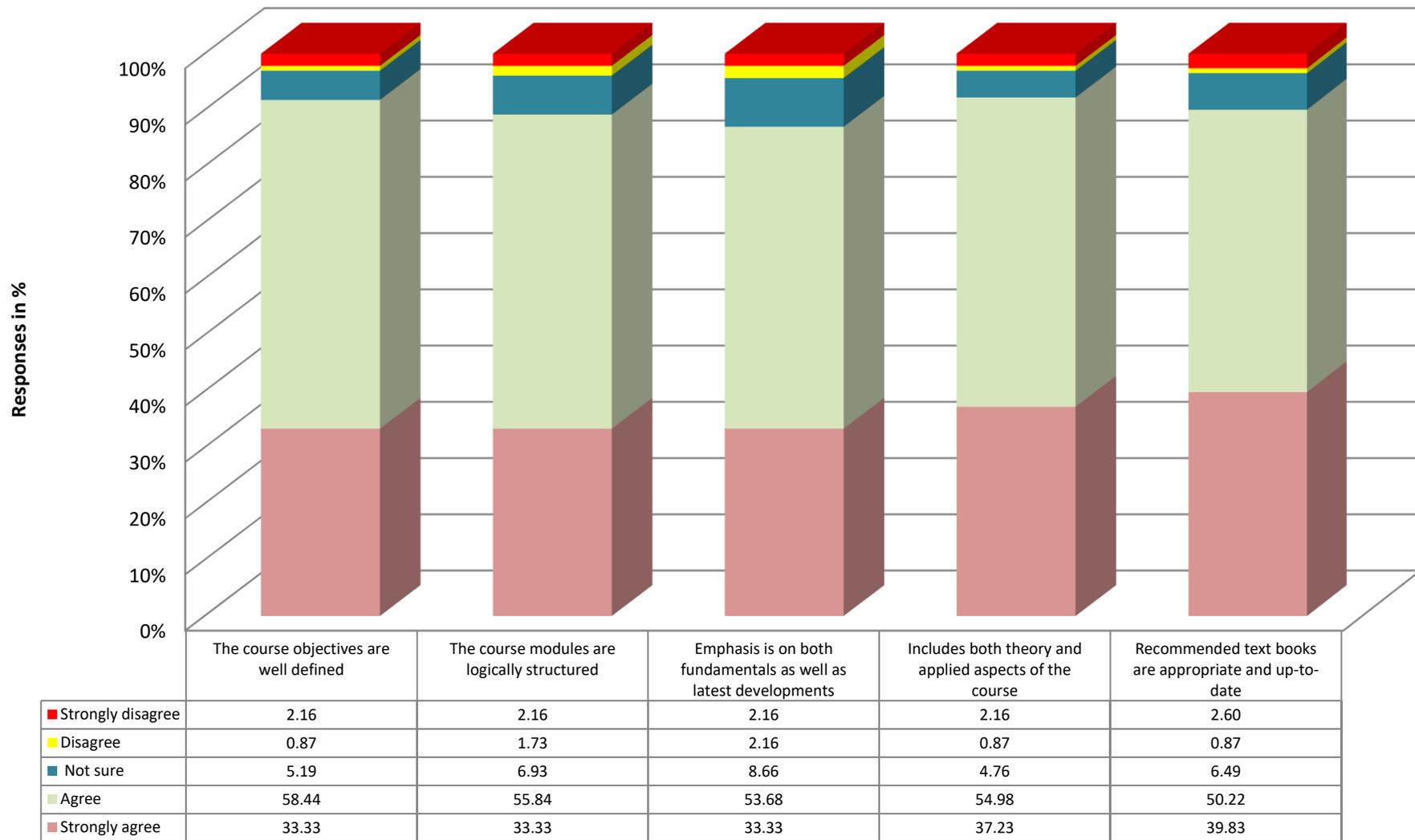


Fig. 6a. Student Feedback on Curricular Aspects of programmes in the Faculty of Science 2019-20 (n=231)

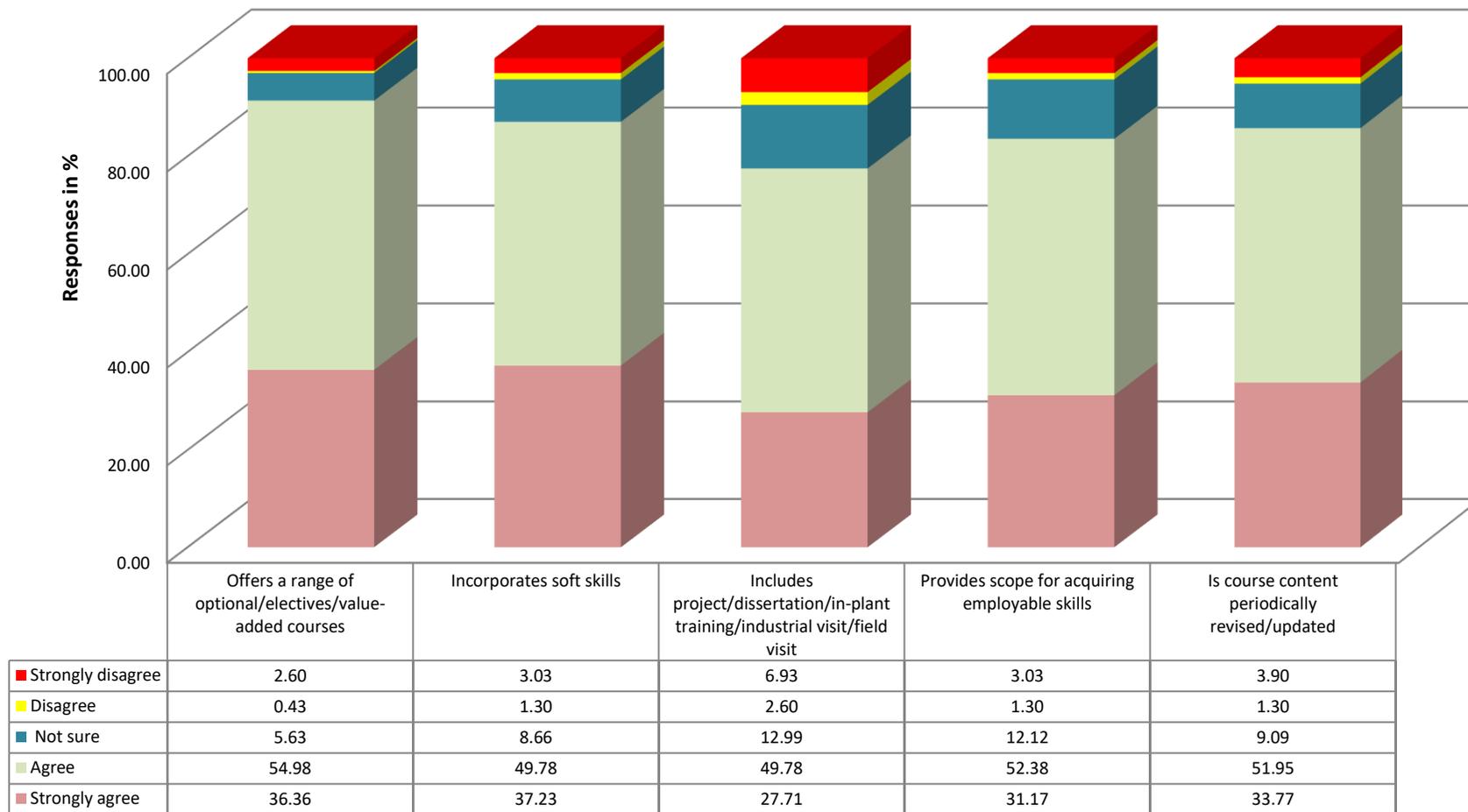


Fig. 6b. Student Feedback on Curricular Aspects of programmes in Faculty of Science 2019-20 (n=231)

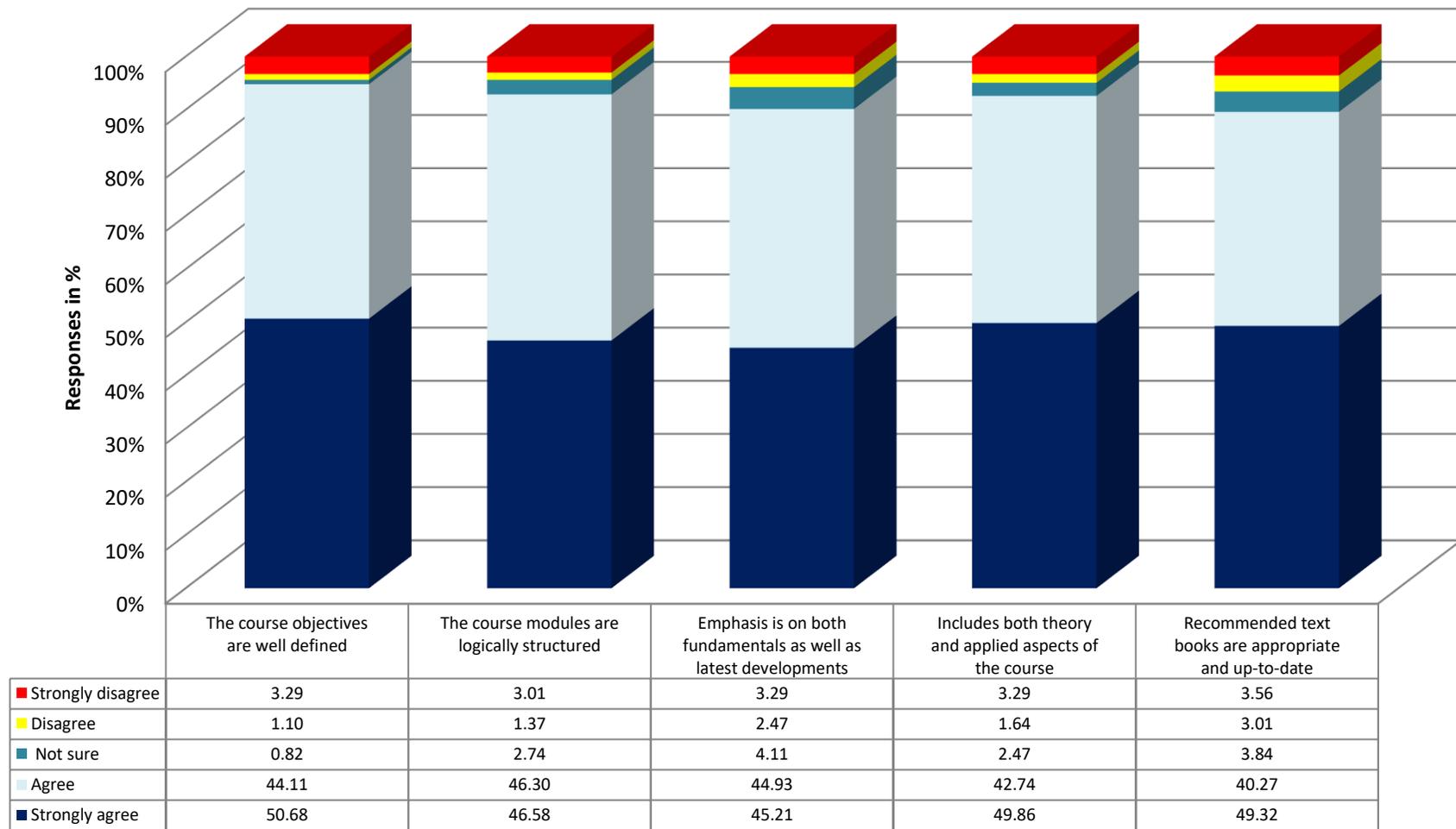


Fig. 7a. Student Feedback on Curricular Aspects of programmes in the Faculty of Education 2019-20 (n=365)

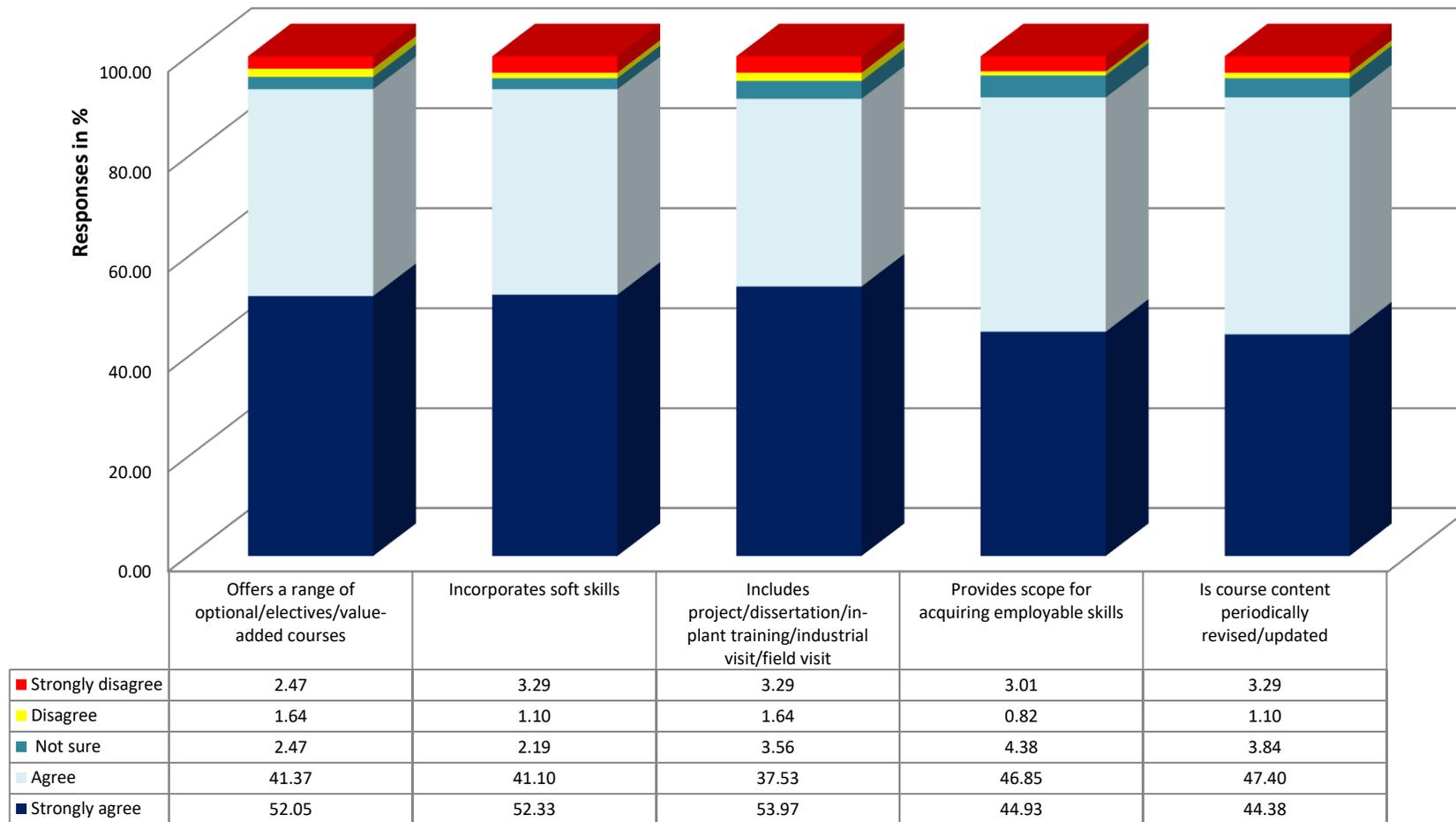


Fig. 7b. Student Feedback on Curricular Aspects of programmes in the Faculty of Education 2019-20 (n=365)

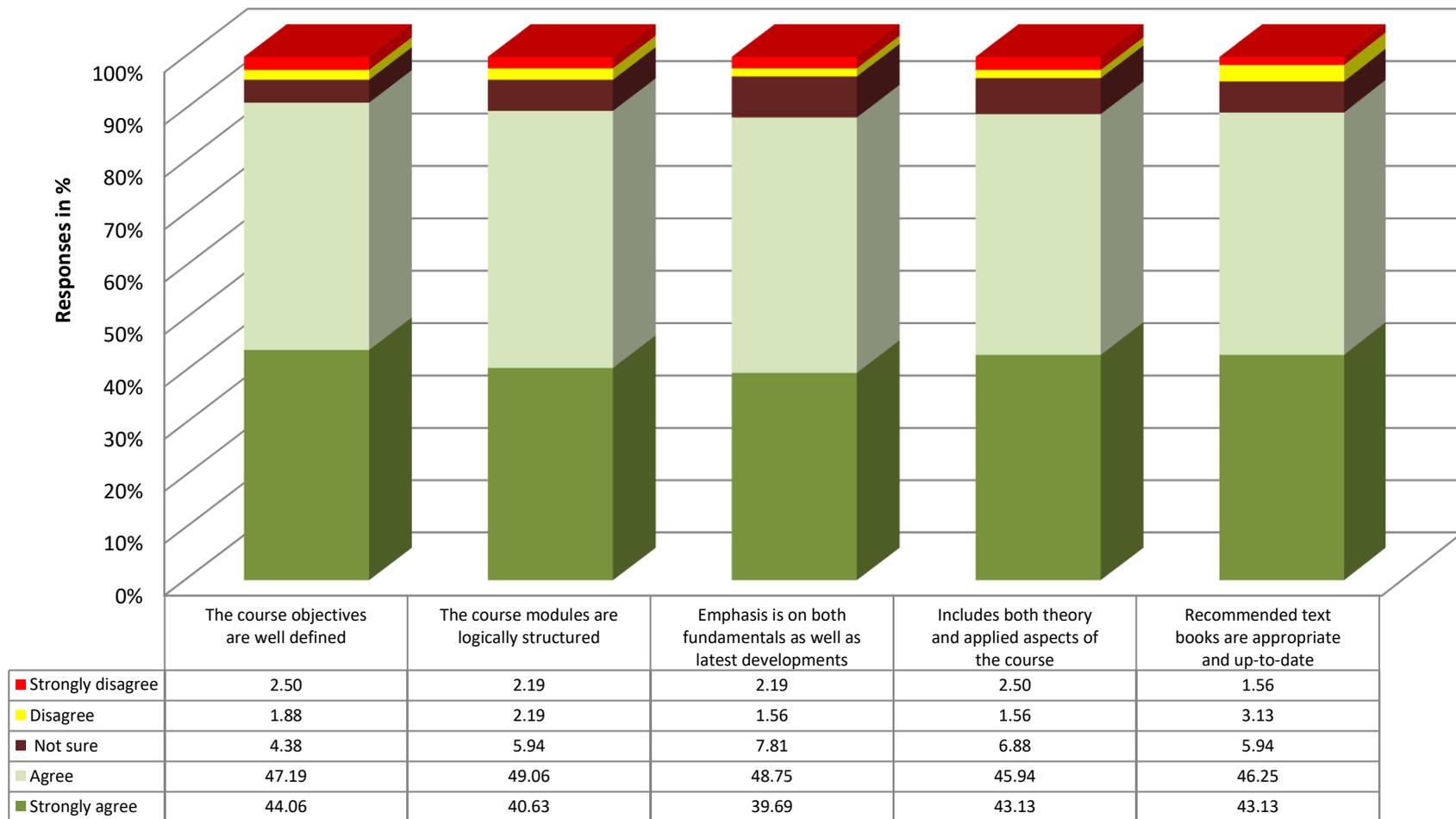


Fig. 8a. Student Feedback on Curricular Aspects of programmes in the Faculty of Engineering 2019-20 (n=320)

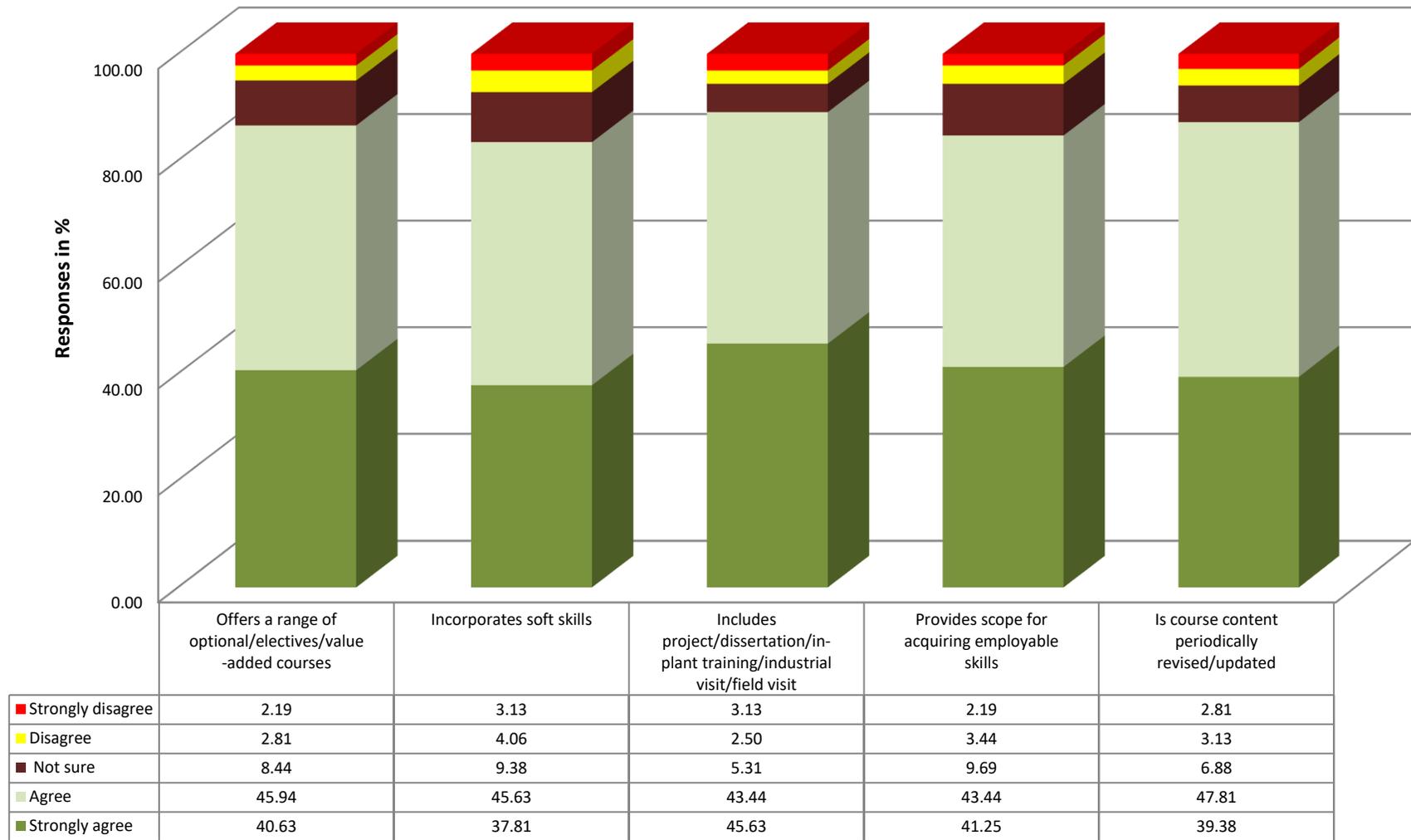


Fig. 8b. Student Feedback on Curricular Aspects of programmes in the Faculty of Engineering 2019-20 (n=320)

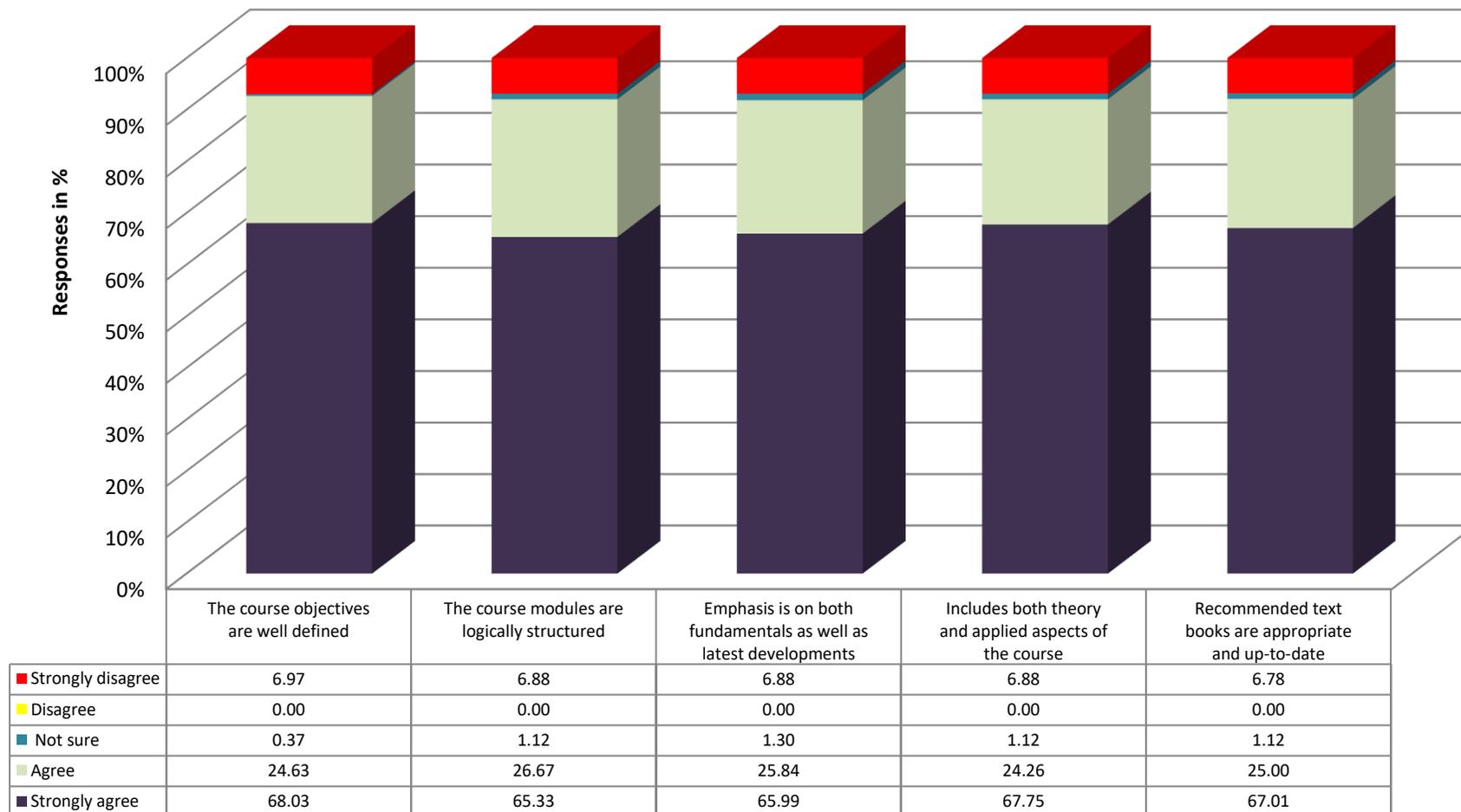


Fig. 9a. Student Feedback on Curricular Aspects of programmes in the Faculty of Medicine 2019-20 (n=1076)

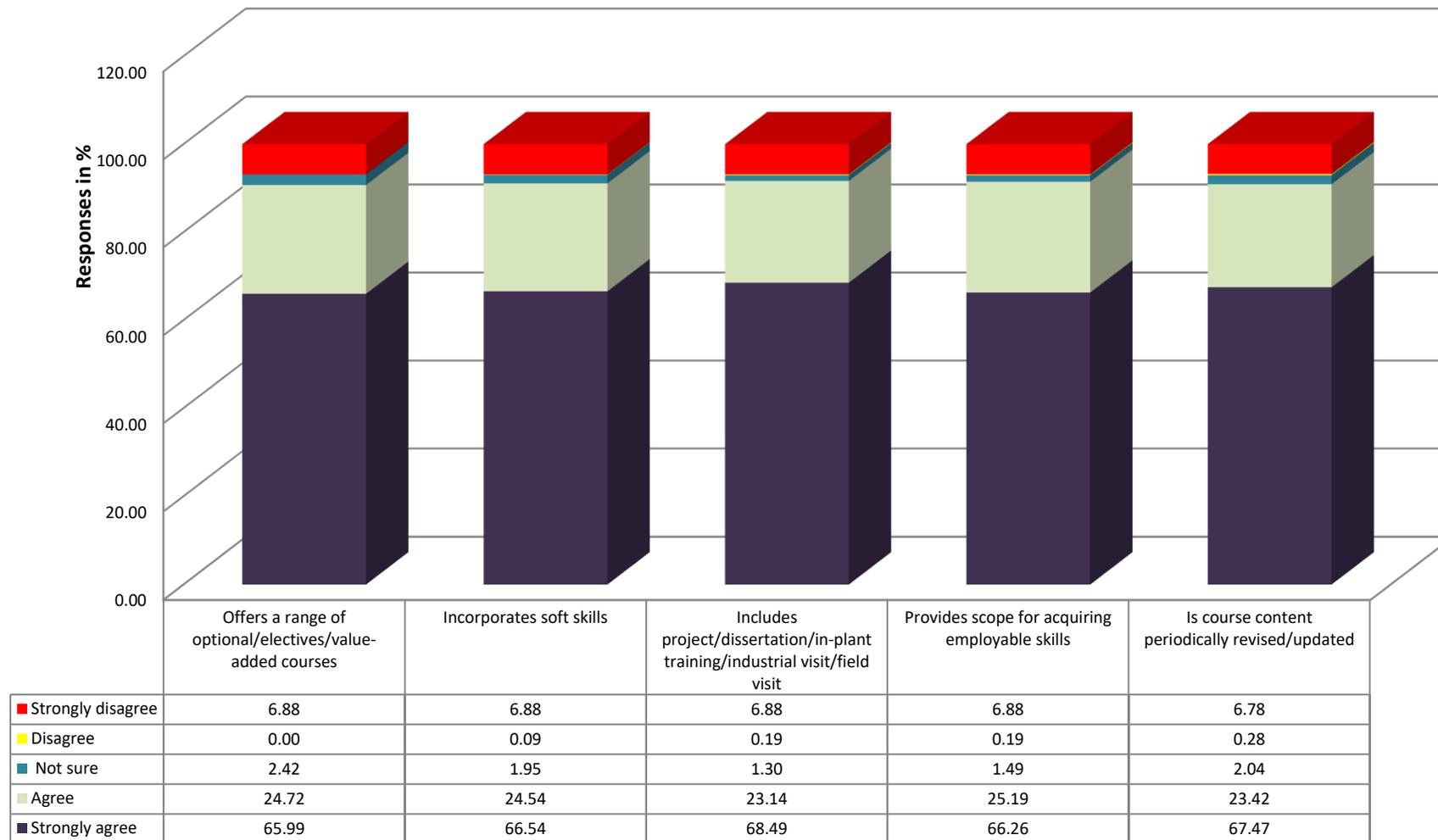


Fig. 9b. Student Feedback on Curricular Aspects of programmes in the Faculty of Medicine 2019-20 (n=1076)

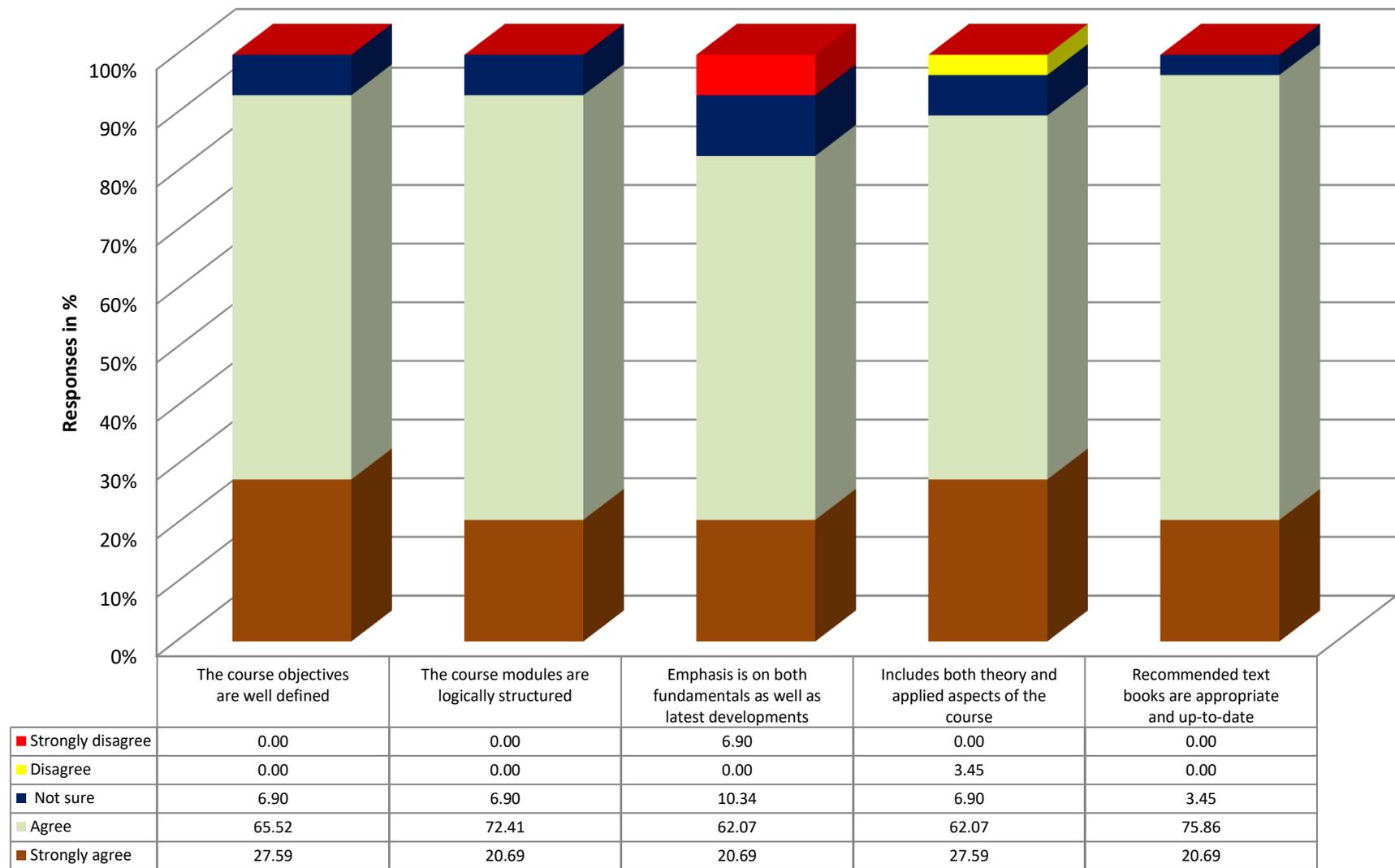


Fig. 10a. Student Feedback on Curricular Aspects of programmes in the Faculty of Dentistry 2019-20 (n=29)

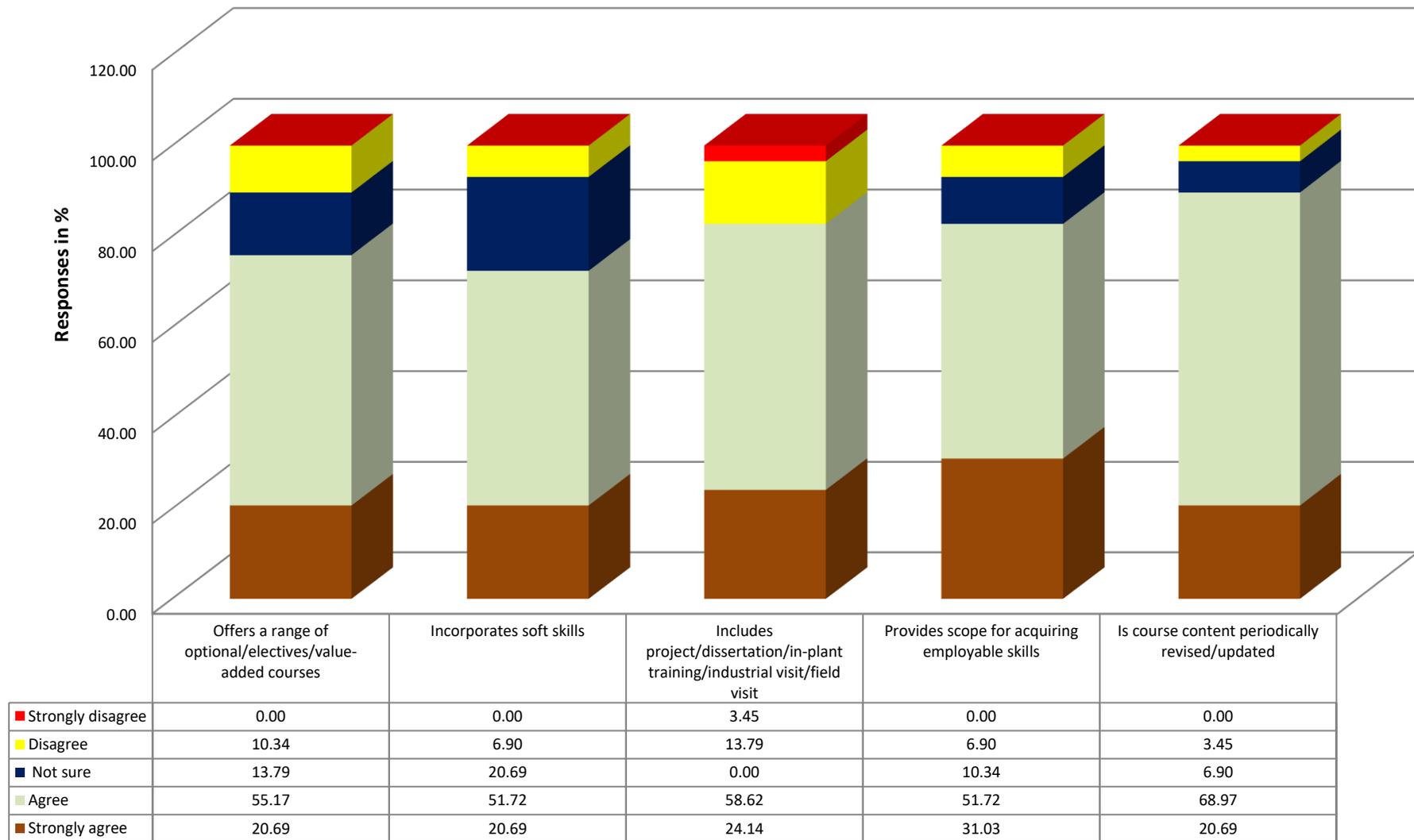


Fig.10b. Student Feedback on Curricular Aspects of programmes in the Faculty of Dentistry 2019-20 (n=29)

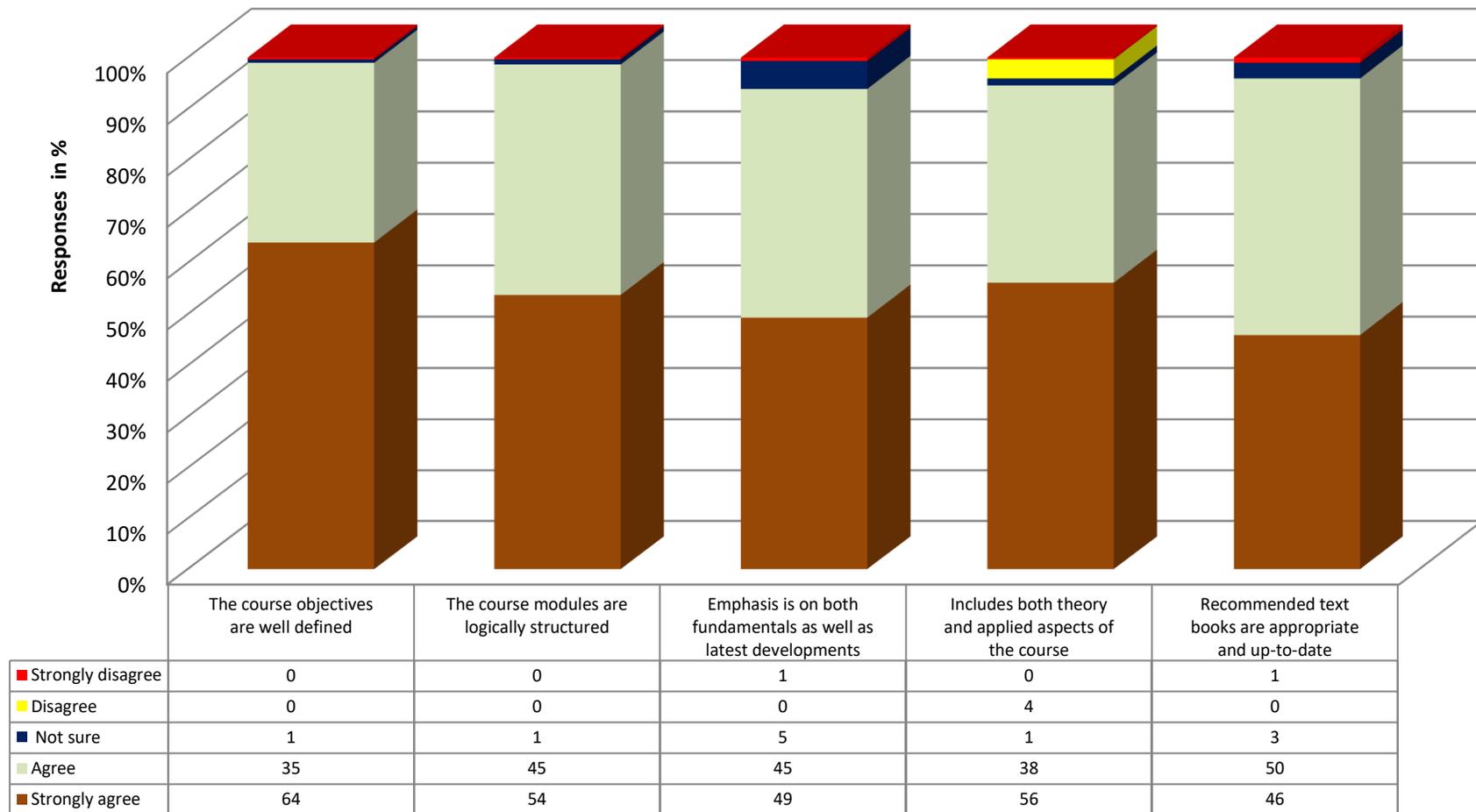


Fig. 11a. Teacher Feedback on Curricular Aspects of courses in the Faculty of Agriculture 2019-20 (n=294)

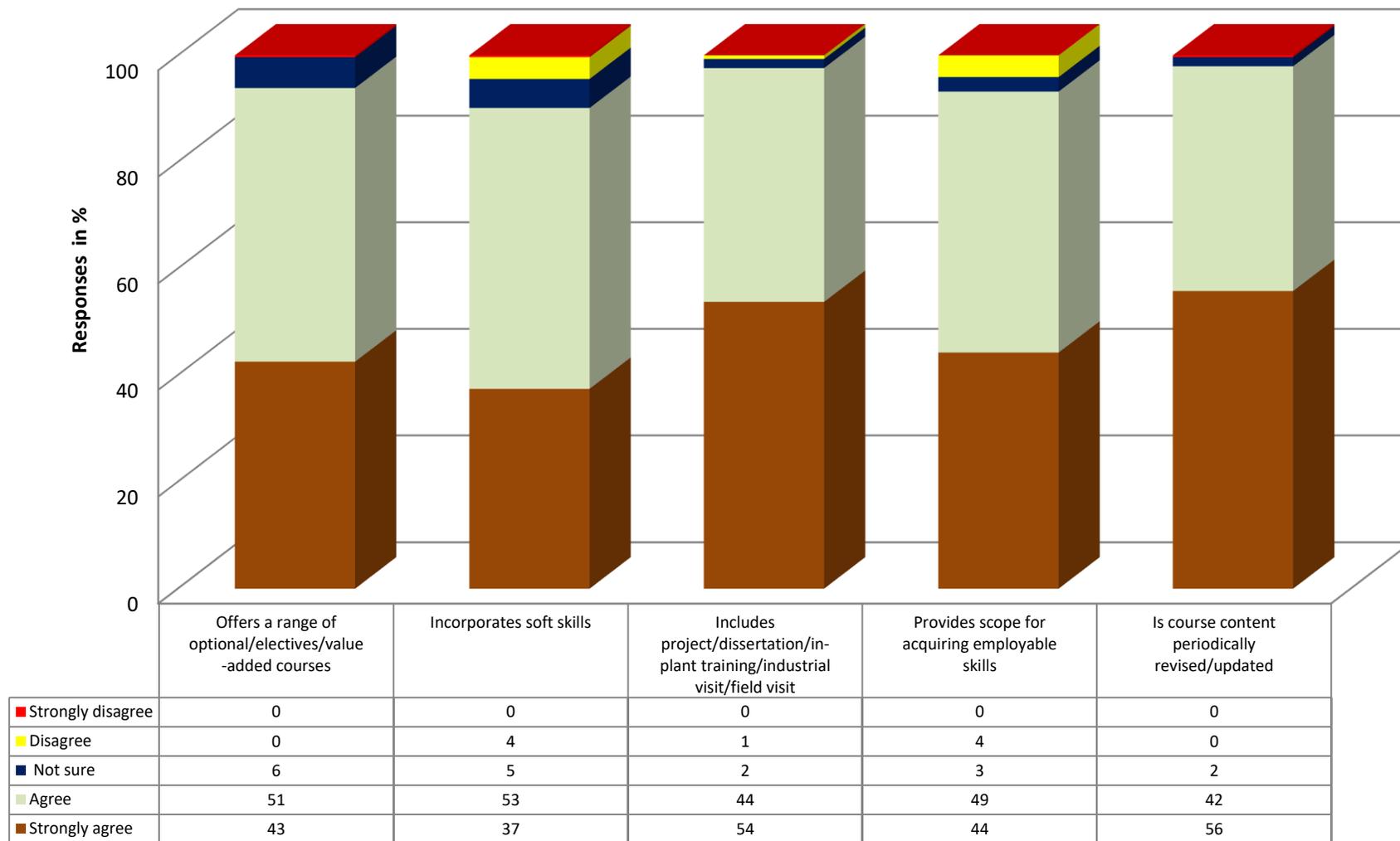


Fig. 11b. Teacher Feedback on Curricular Aspects of courses in the Faculty of Agriculture 2019-20 (n=294)

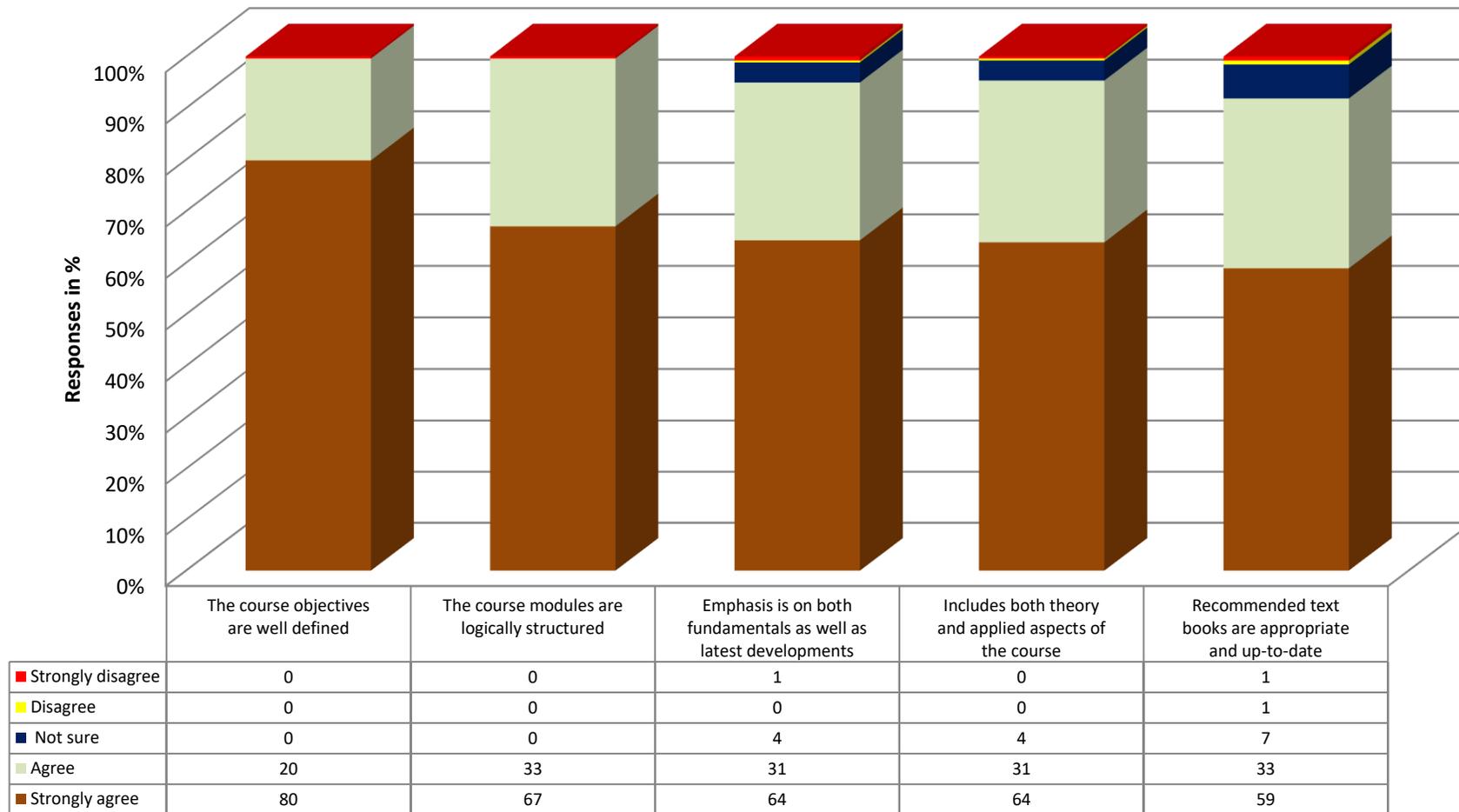


Fig. 12a. Teacher Feedback on Curricular Aspects of courses in the Faculty of Arts 2019-20 (n=258)

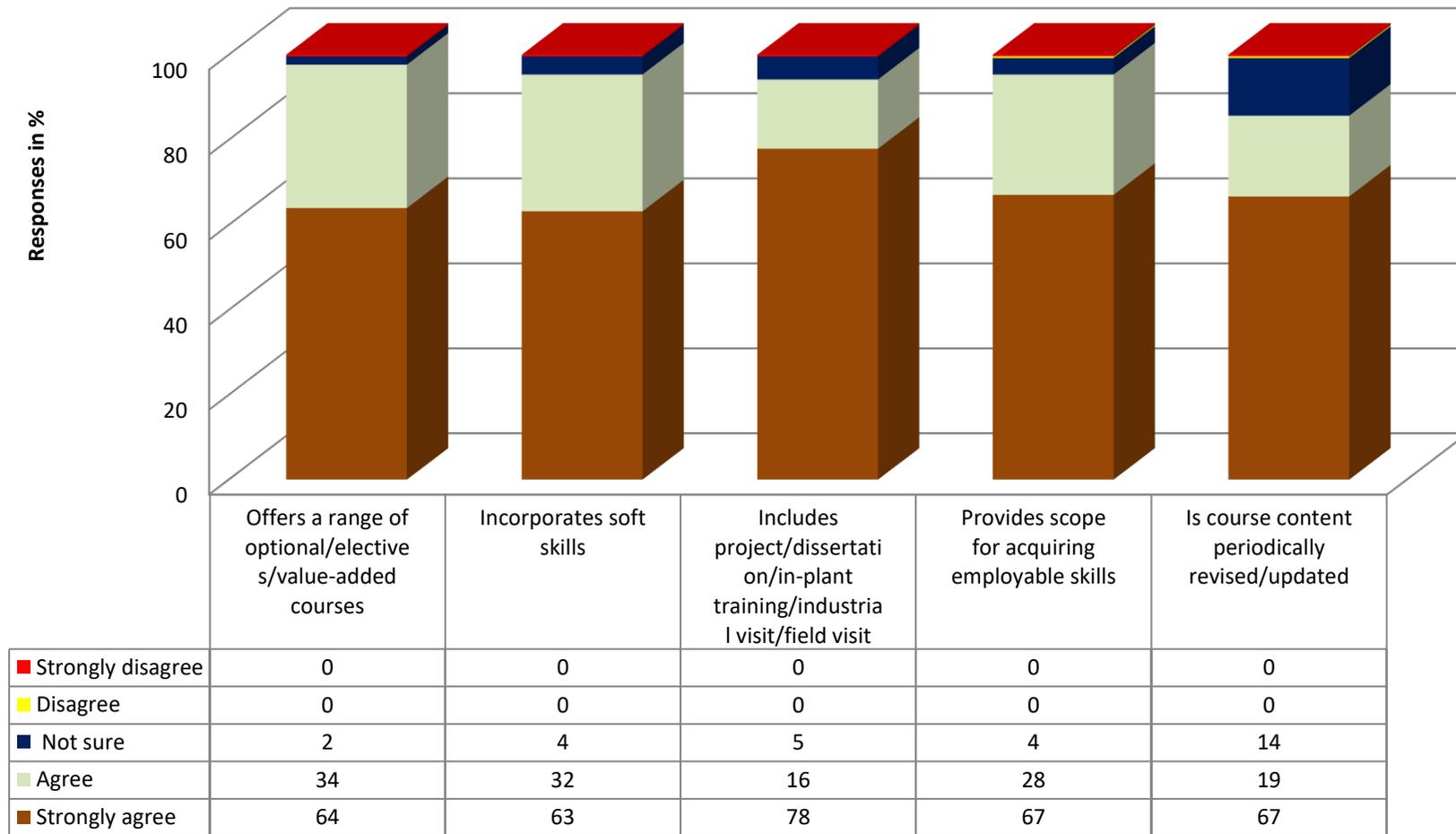


Fig. 12b. Teacher Feedback on Curricular Aspects of courses in the Faculty of Arts 2019-20 (n=258)

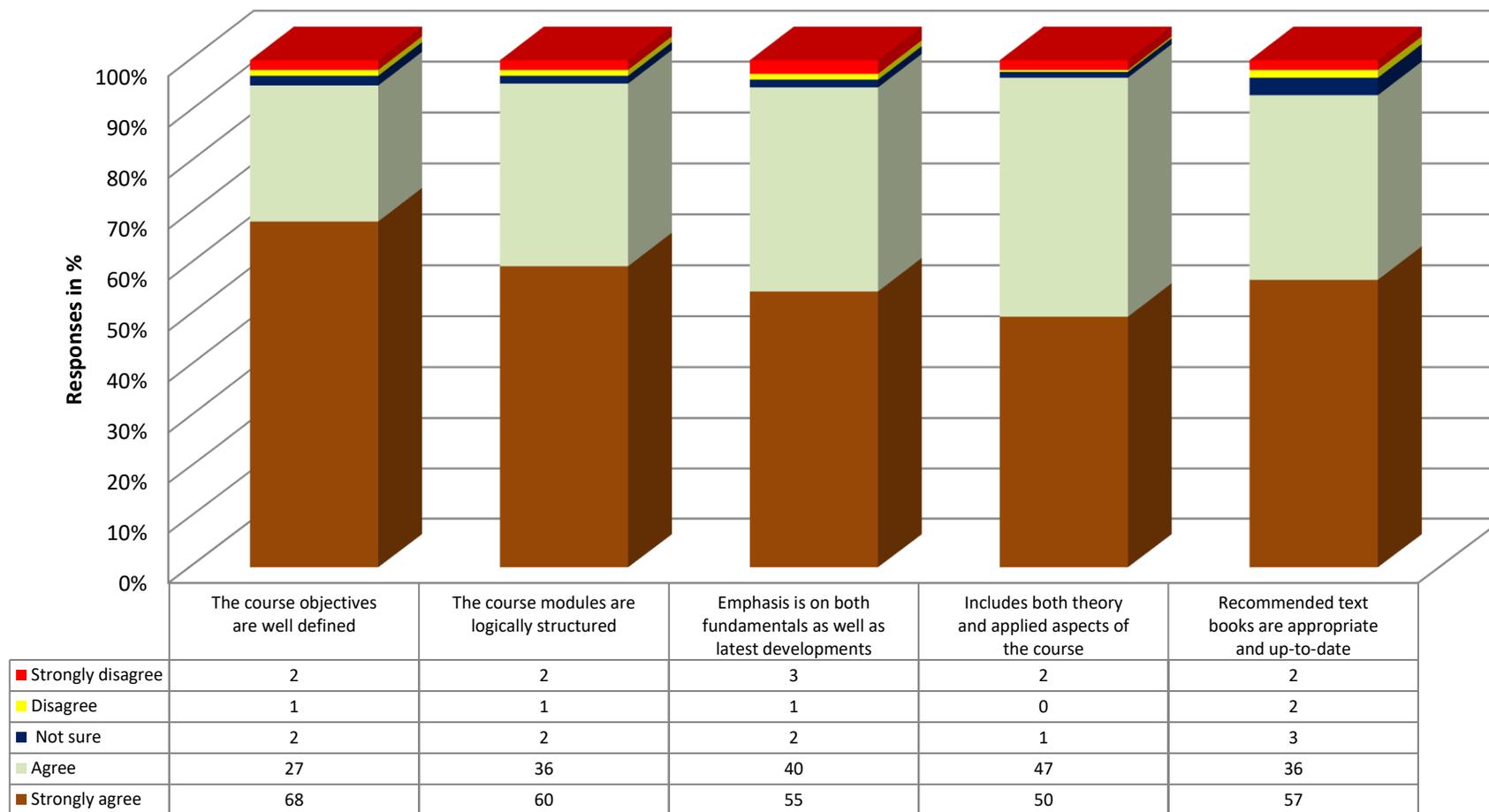


Fig. 13a. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Engineering and Technology 2019-20 (n=262)

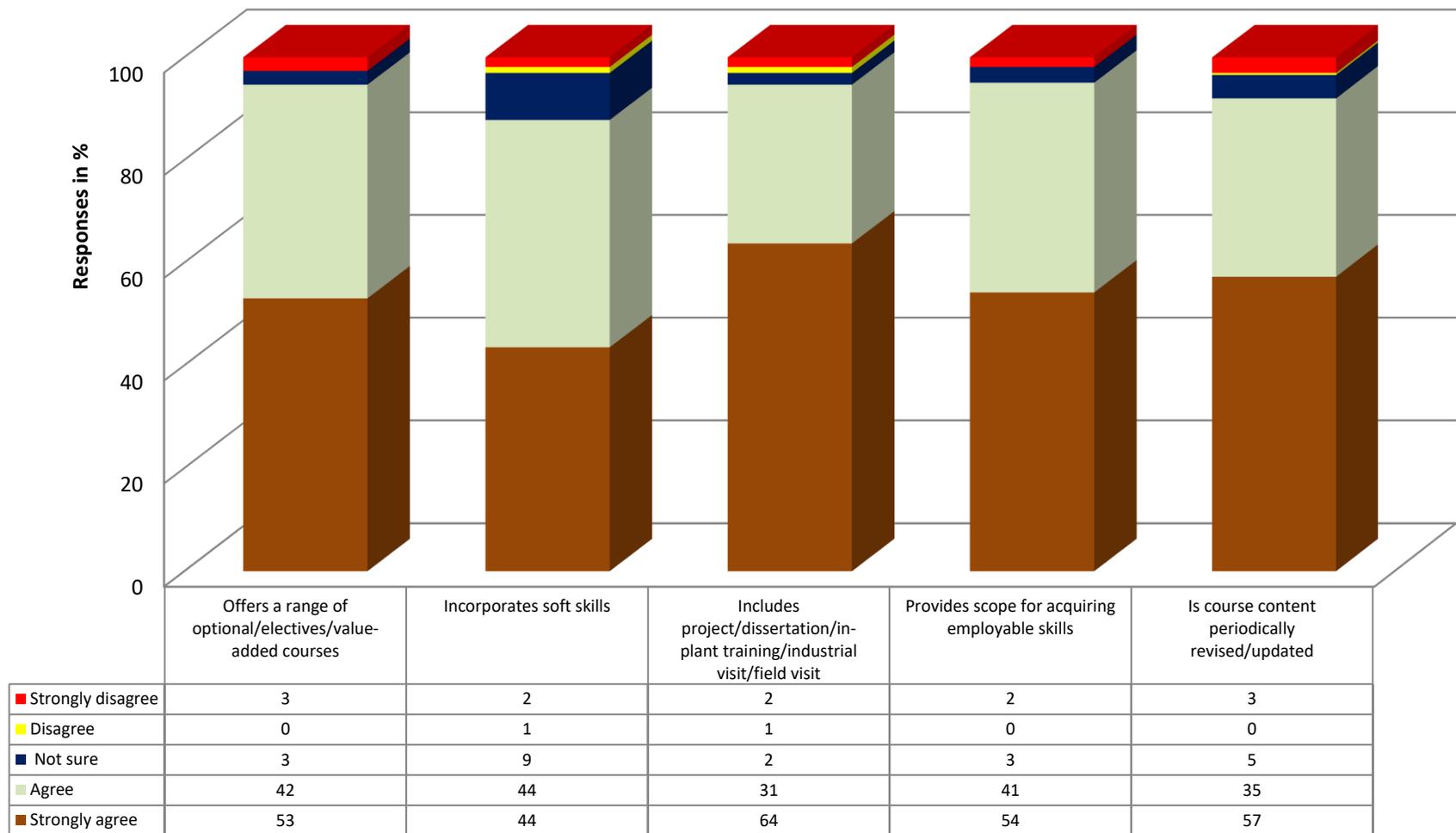


Fig. 13b. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Engineering and Technology 2019-20 (n=262)

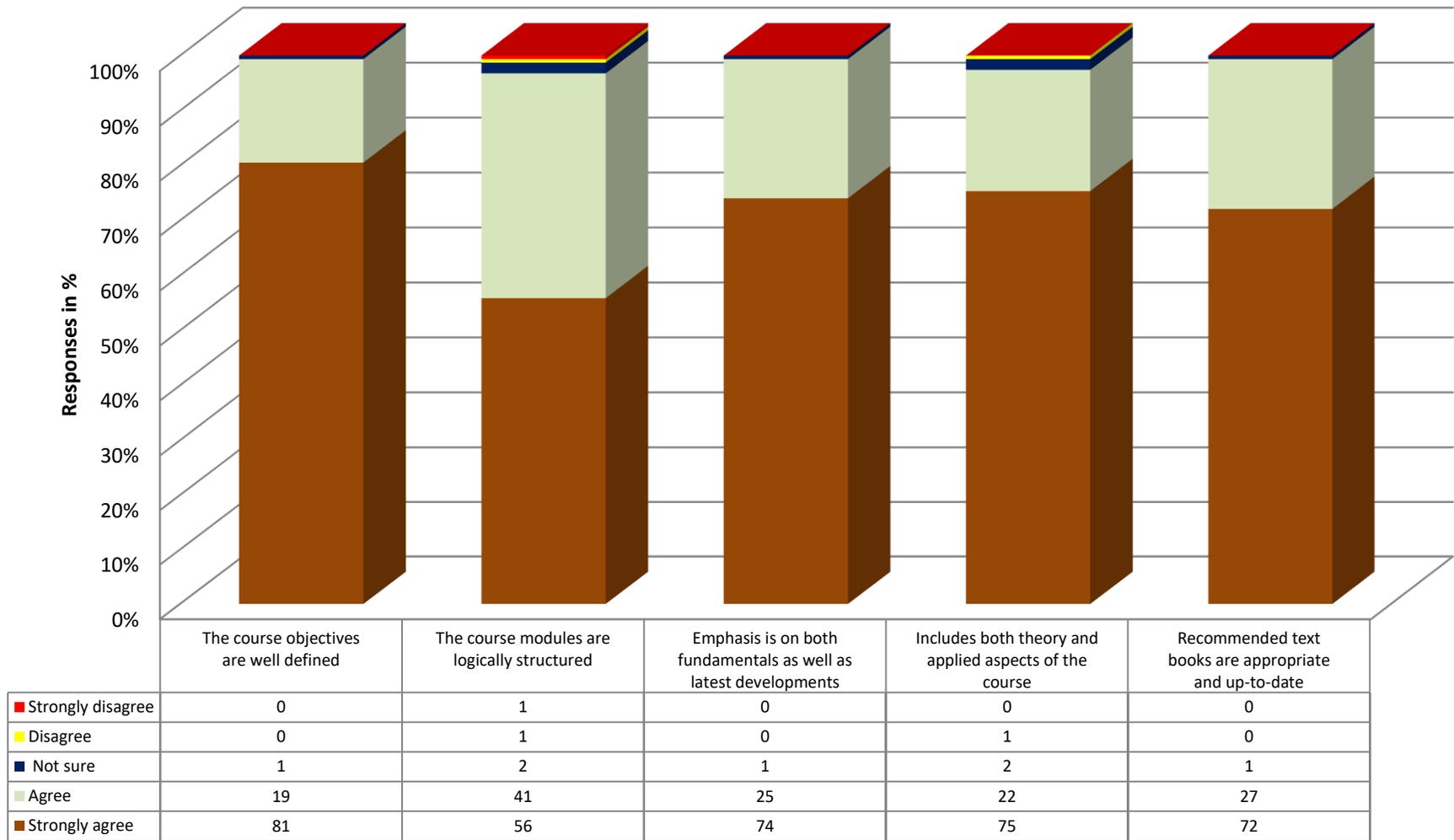


Fig. 14a. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Fine Arts 2019-20 (n=154)

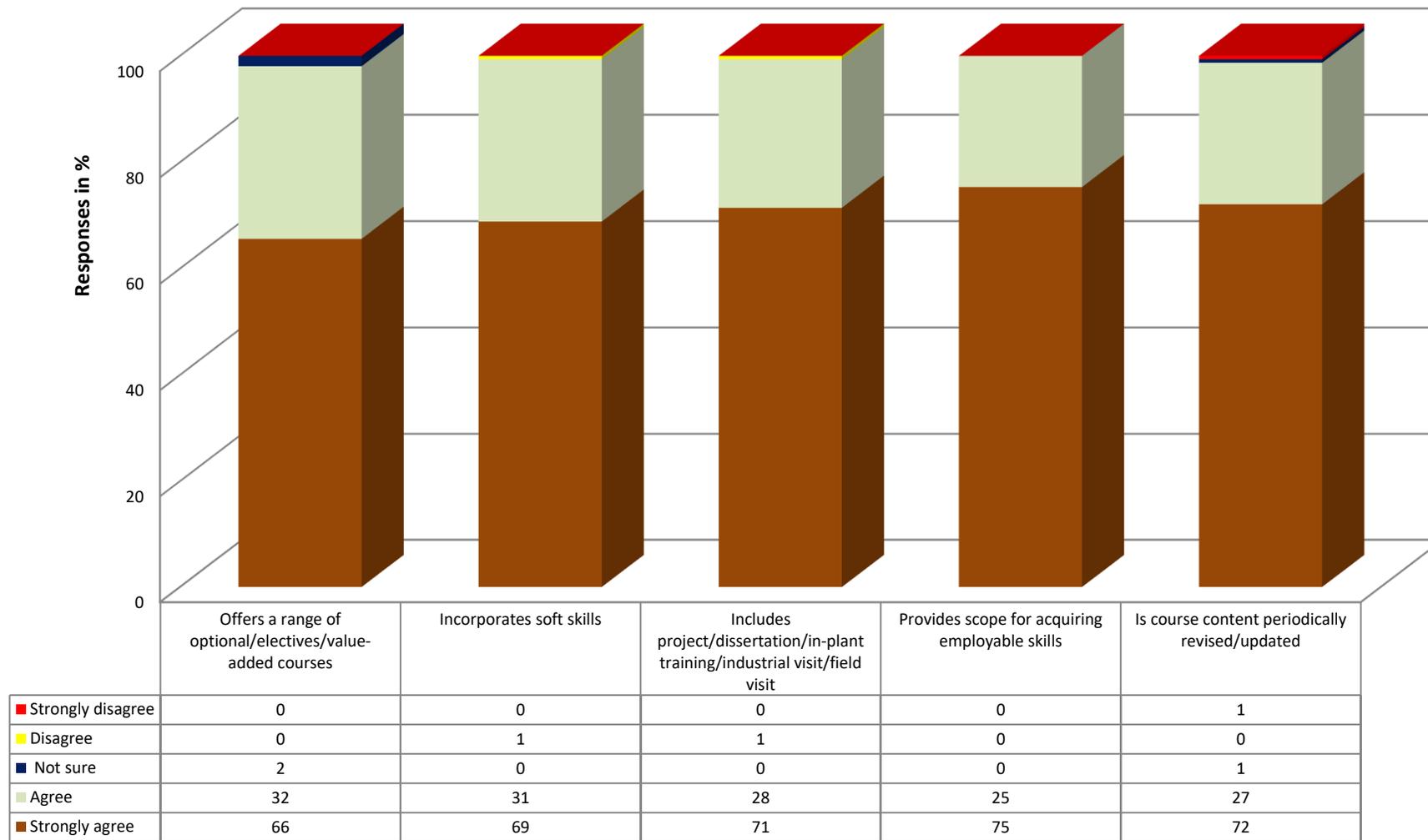


Fig. 14b. Teacher Feedback on Curricular Aspects of courses offered in Faculty of Fine Arts 2019-20 (n=154)

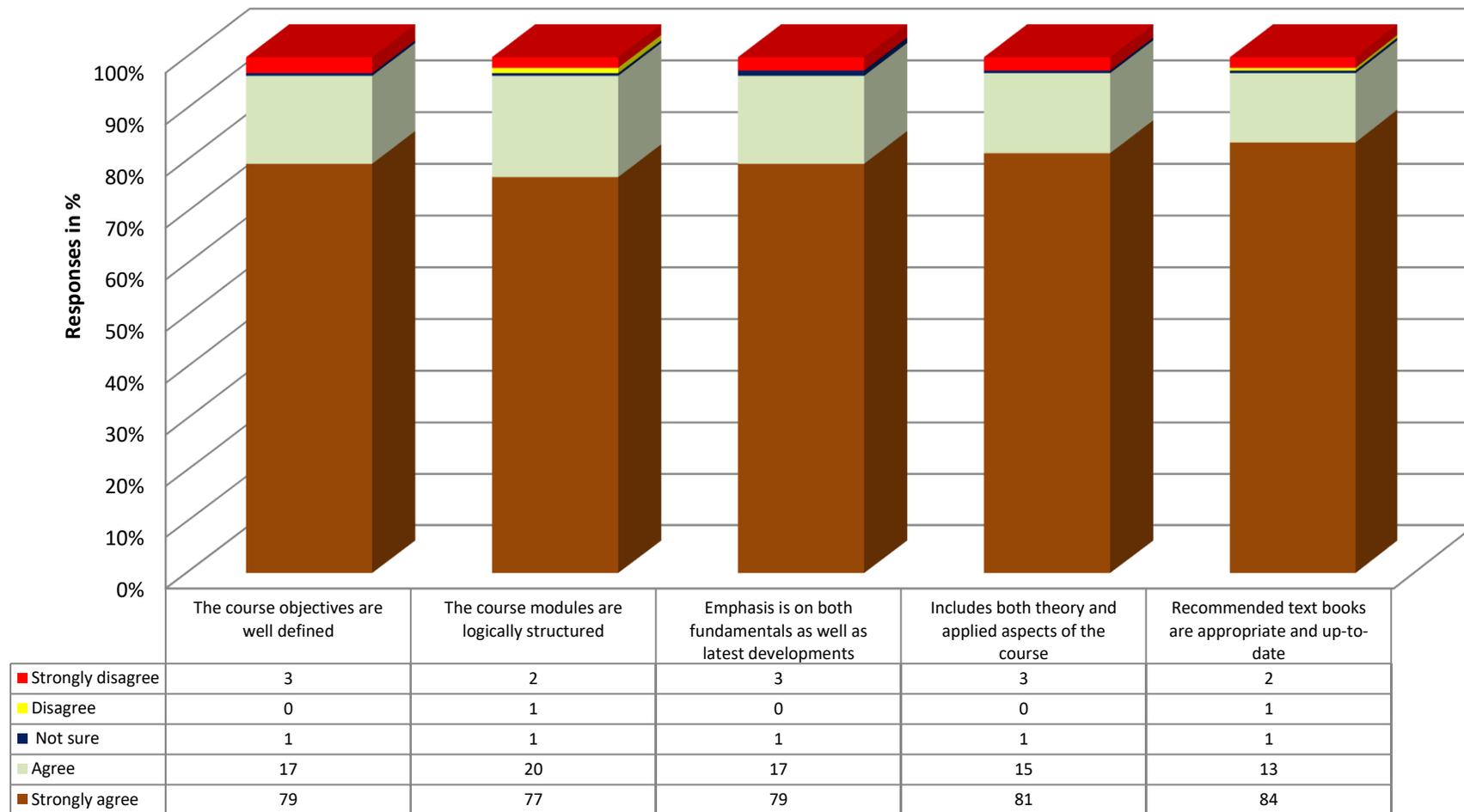


Fig. 15a. Teacher Feedback on Curricular Aspects of courses offered in the the Faculty of Science 2019-20 (n=194)

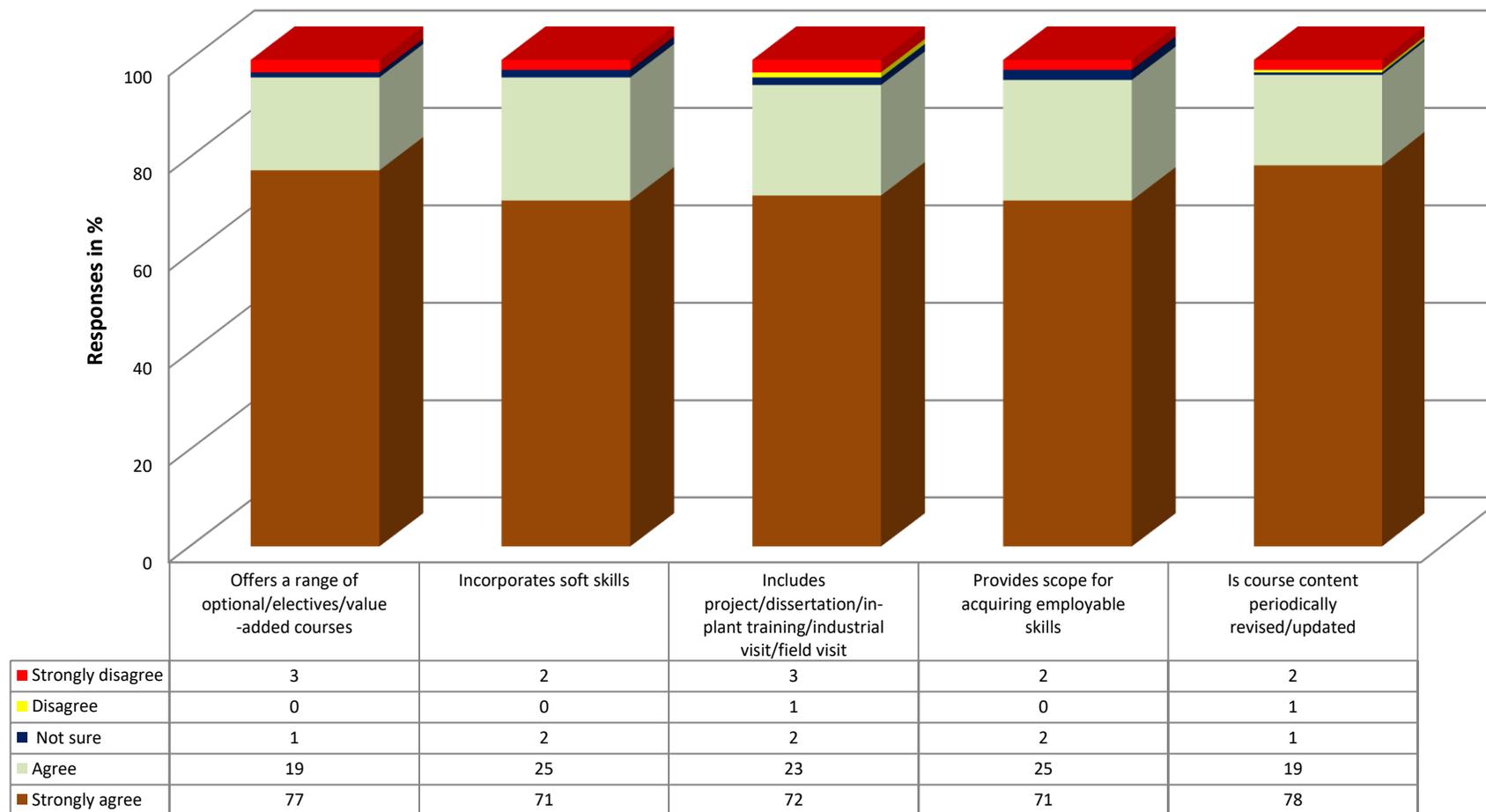


Fig. 15b. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Science 2019-20 (n=194)

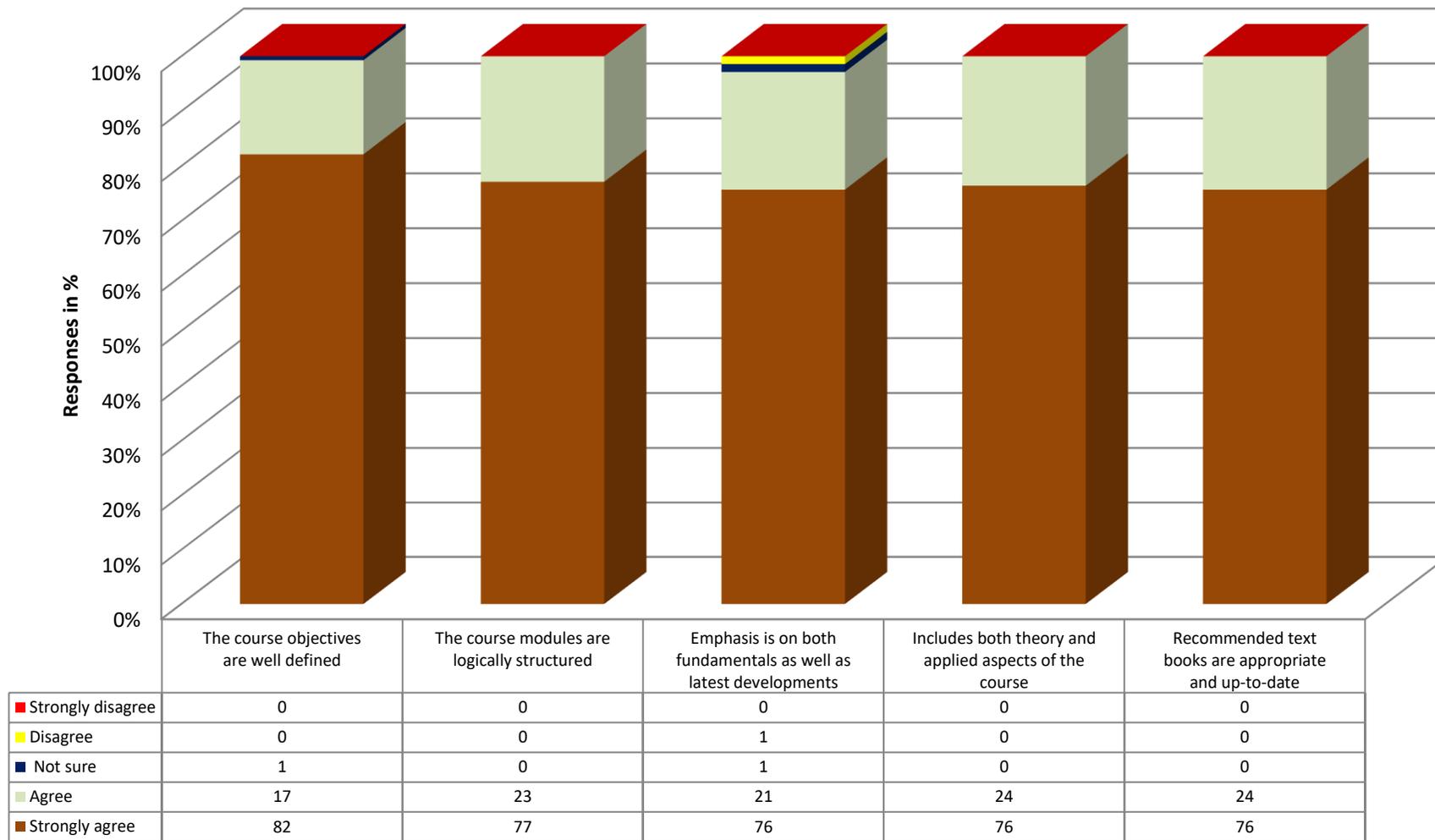


Fig. 16a. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Marine Science 2019-20 (n=140)

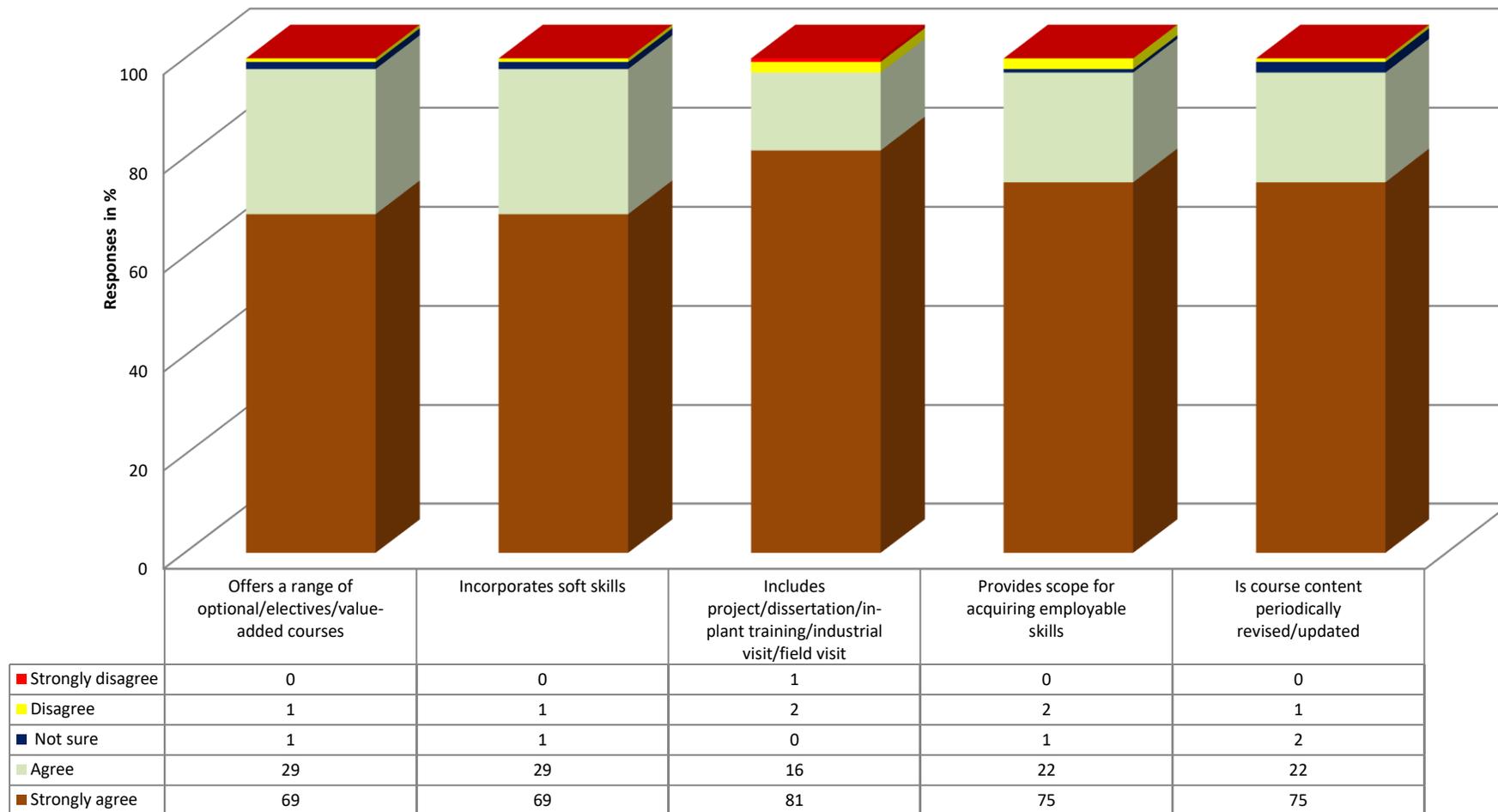


Fig. 16b. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Marine Sciences 2019-20 (n=140)

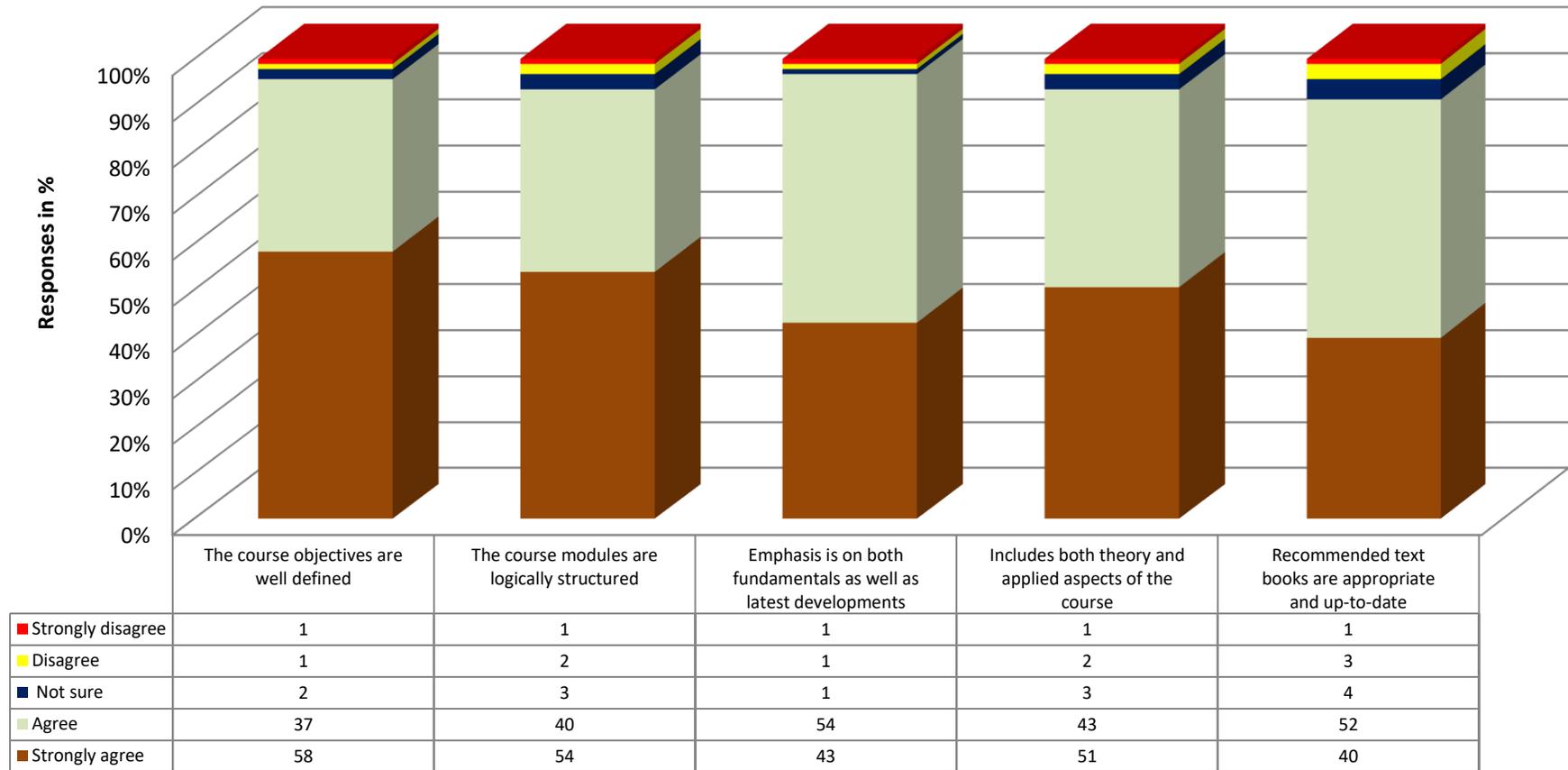


Fig. 17a. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Education 2019-20 (n=91)

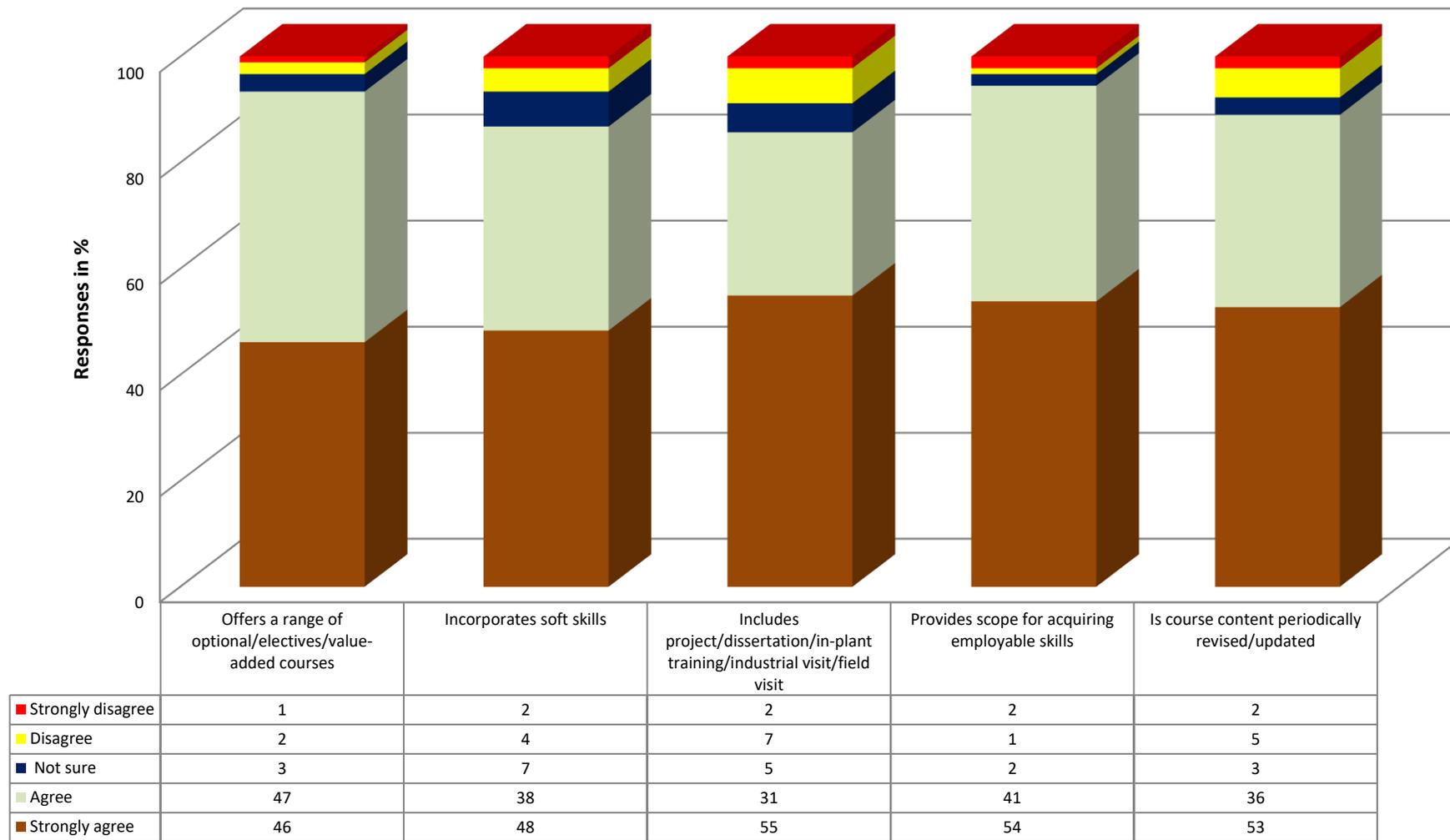


Fig. 17b. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Education 2019-20 (n=91)

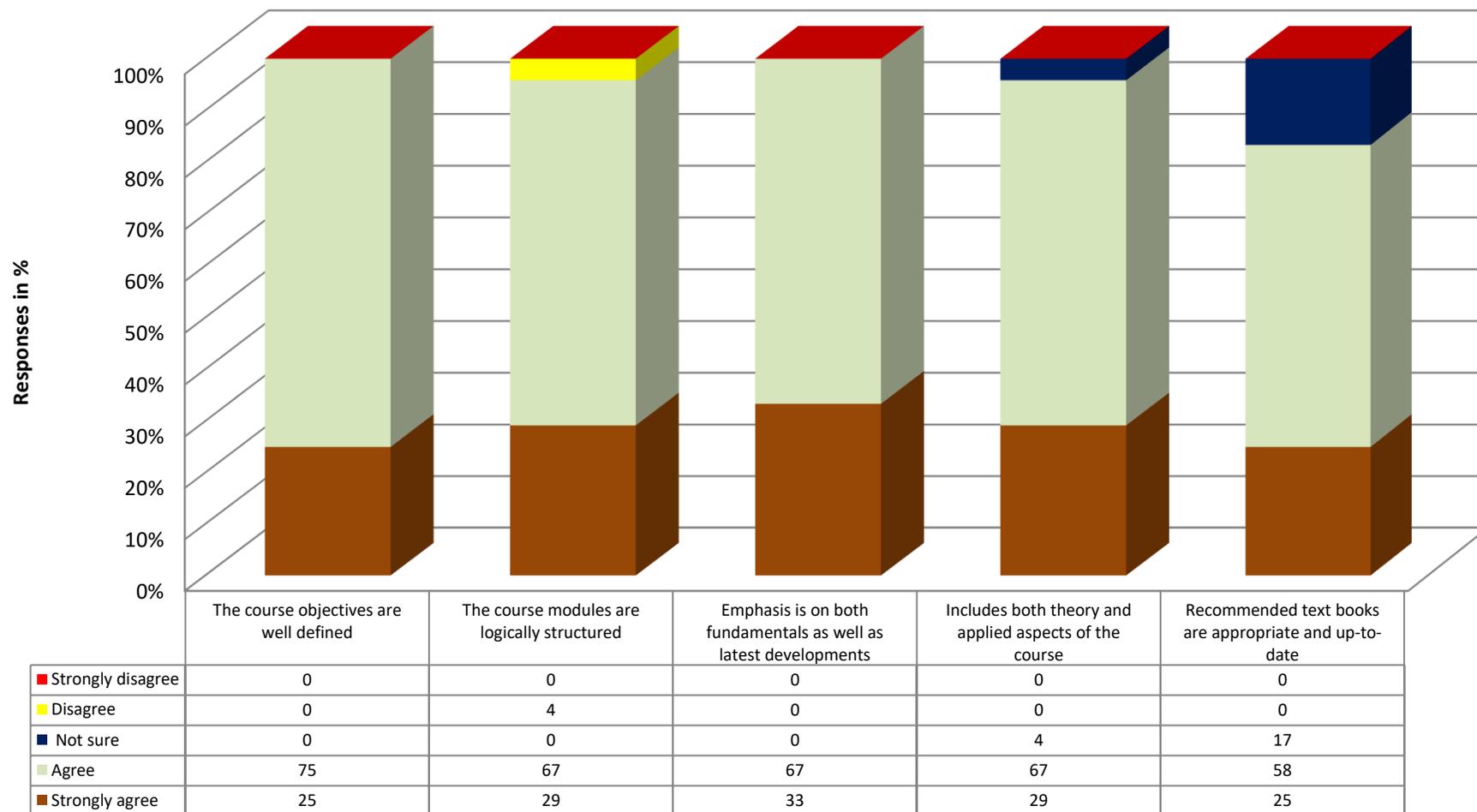


Fig. 18a. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Indian Languages 2019-20 (n=24)

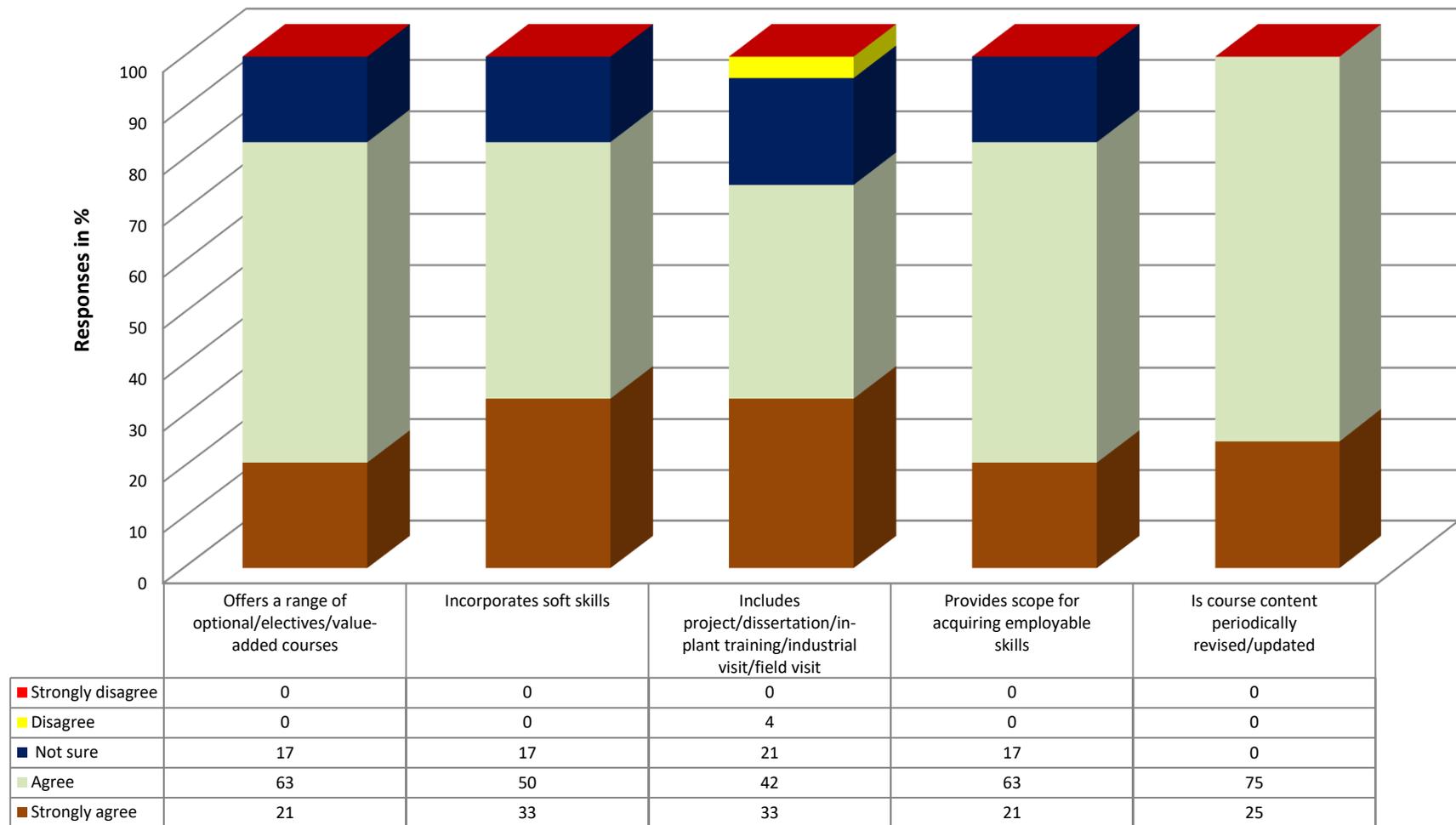


Fig. 18b. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Indian Languages 2019-20 (n=24)

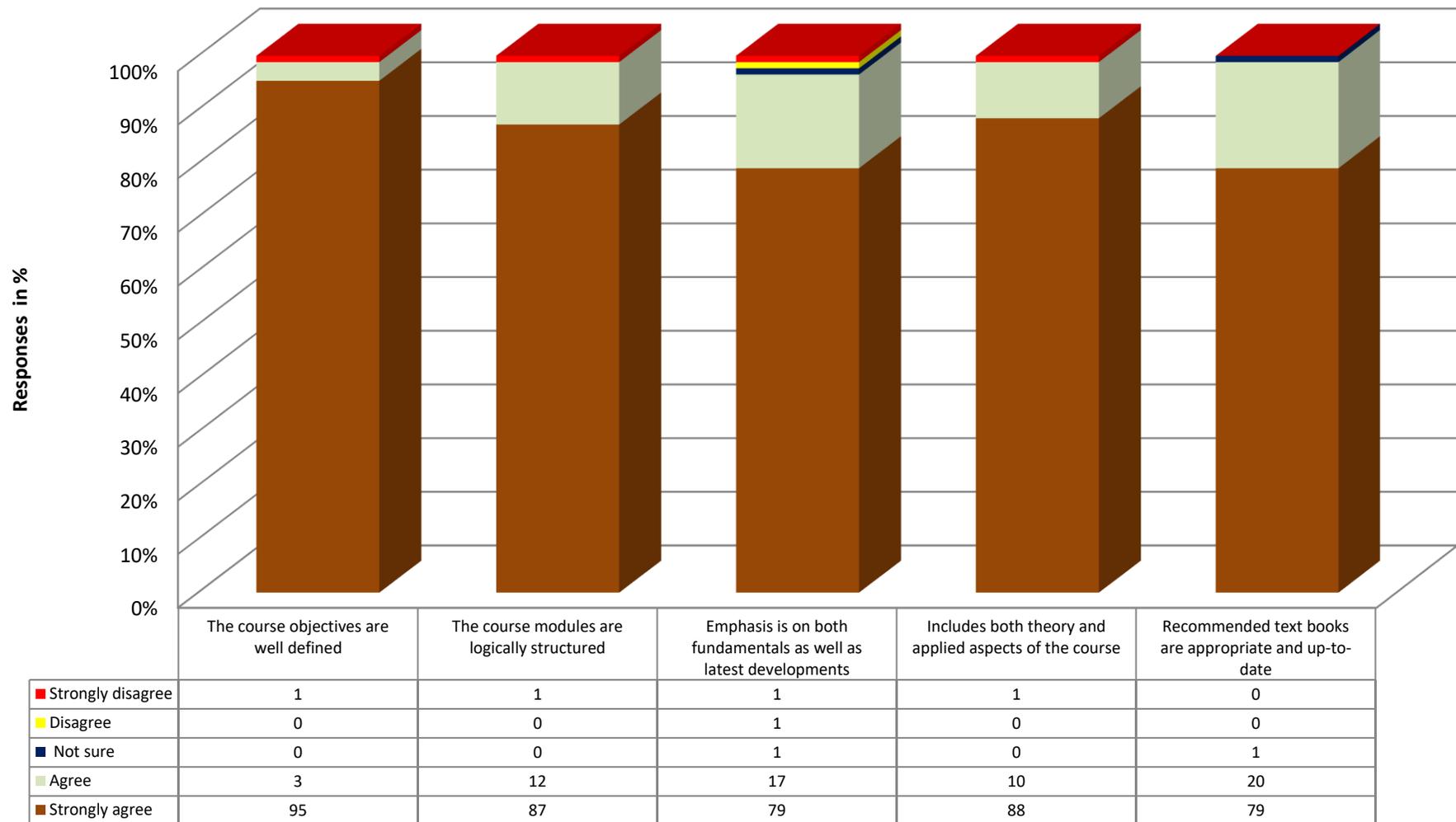


Fig. 19a. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Medicine 2019-20 (n=86)

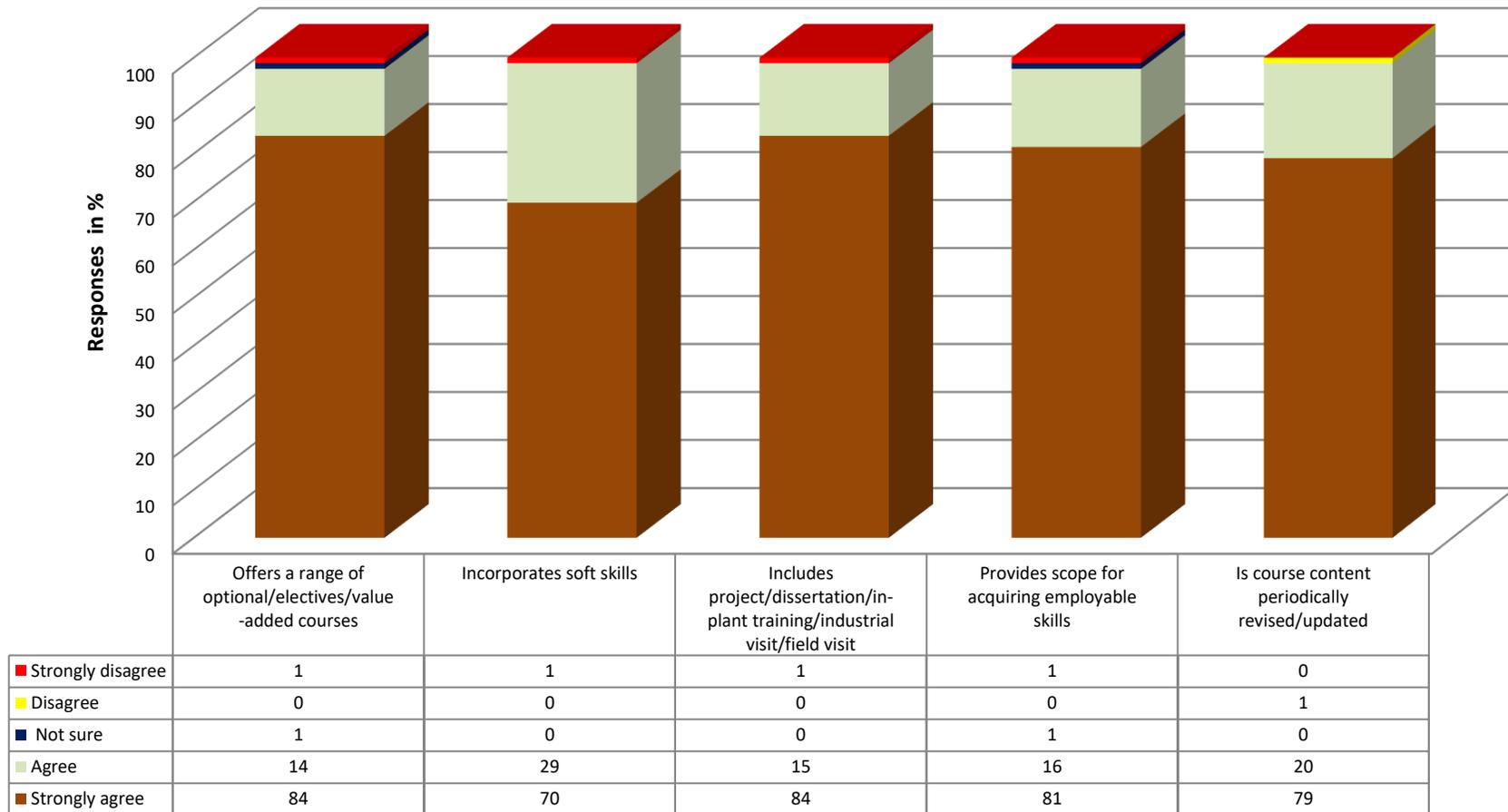


Fig. 19b. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Medicine 2019-20 (n=86)

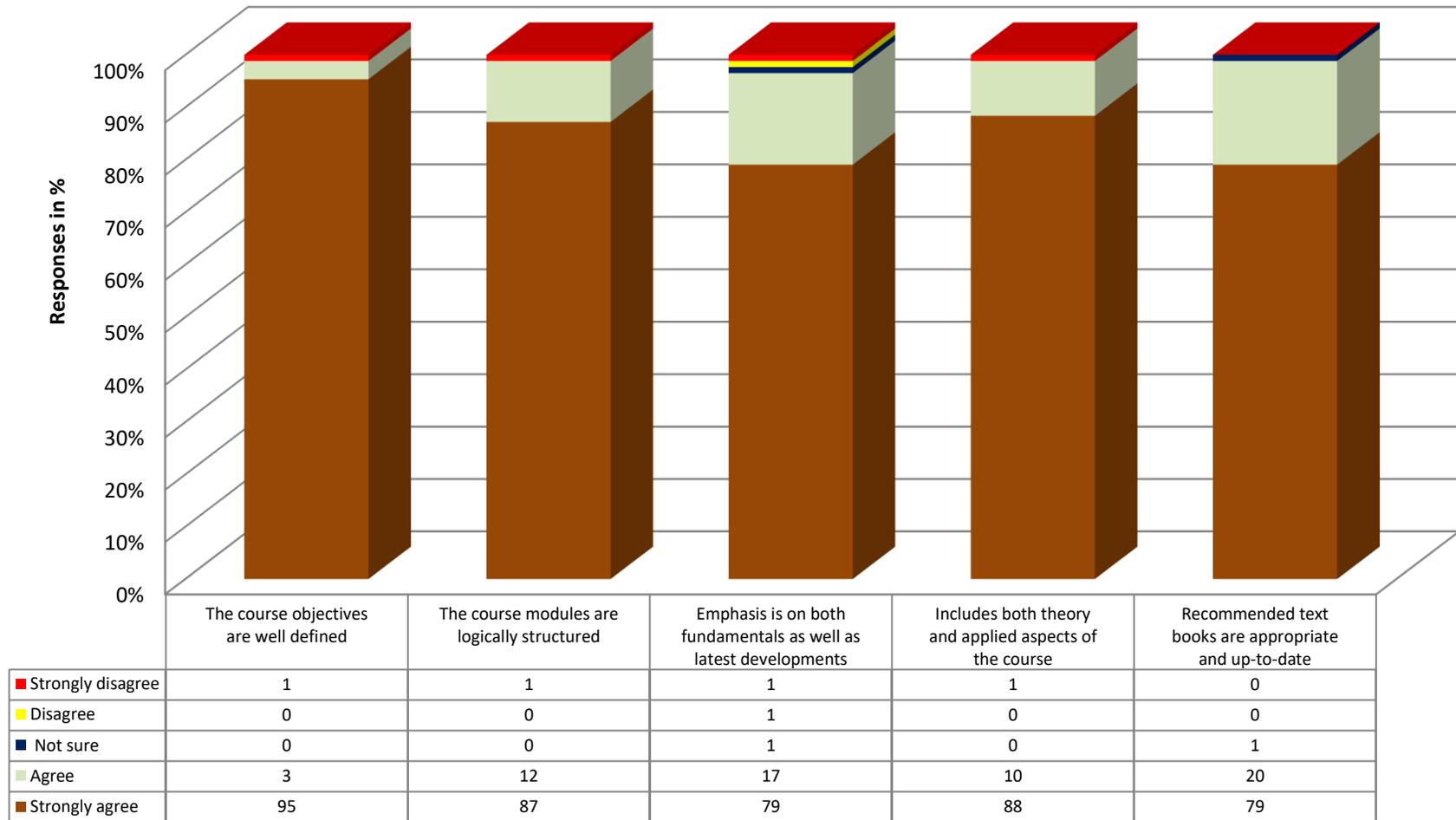


Fig. 20a. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Dentistry 2019-20 (n=19)

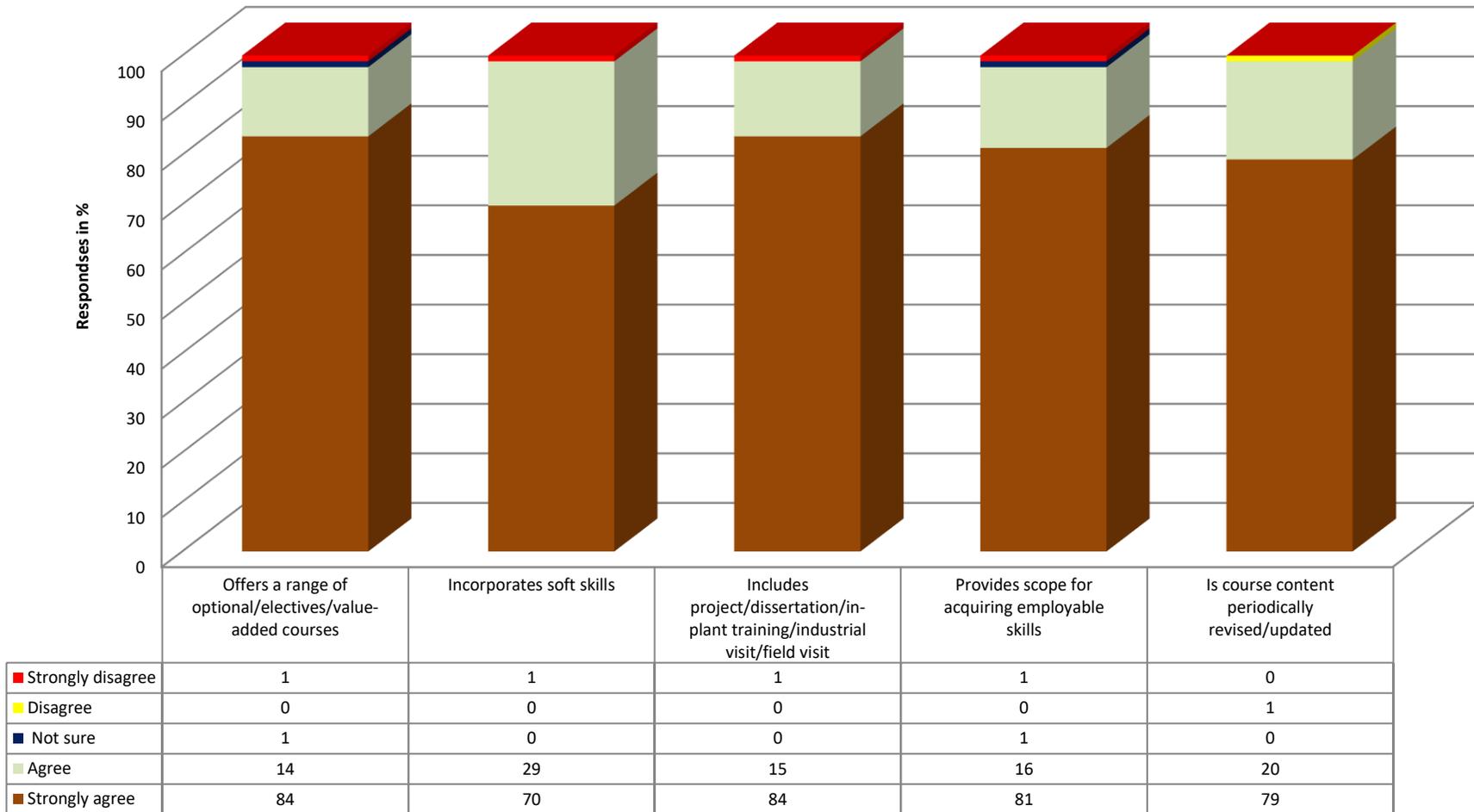


Fig. 20b. Teacher Feedback on Curricular Aspects of courses offered in the Faculty of Dentistry 2019-20 (n=19)