

9th Convocation - Alumni Feedback

The College's Internal Quality Assurance Cell (IQAC) has carried out a thorough feedback process in accordance with UGC and Higher Education Institution requirements as part of its dedication to quality assurance and continuous improvement. Alumni, students, faculty, and industry representatives were among the stakeholders who provided input on the curriculum, guaranteeing a range of viewpoints when assessing the educational experience's applicability and efficacy. Feedback from alumni was specifically gathered at the convocation ceremony, and in order to promote broader participation, the feedback form was made available on the college website.

As part of the feedback process, ten key curriculum elements were assessed using a structured questionnaire. Five responses were rated as "Excellent" on a scale of 1 to 5, while one was rated as "Not Satisfactory." In order to make the required improvements to the curriculum design, the IQAC team looked at the data analysis results using SPSS software. Along with the average score for each question, the analysis has identified areas that need work and offered recommendations for curriculum enhancements.

Each question's mean score is a crucial metric for evaluating the curriculum's strong points and identifying those that need improvement. Strong satisfaction with particular curriculum elements is indicated by questions with high mean scores, which are closer to 5, indicating that stakeholder expectations are being successfully met. On the other hand, questions that have lower mean scores draw attention to areas that require improvement, which is why the IQAC focused on these in its recommendations.

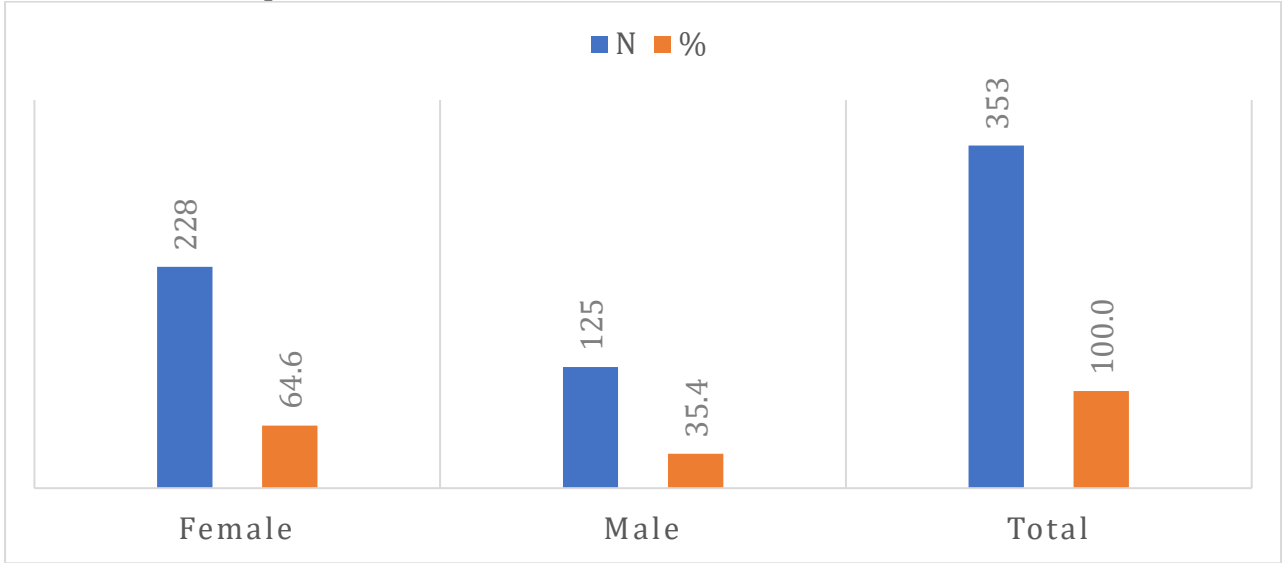
The IQAC creates action items for every curriculum component that falls short of the intended level of satisfaction using these mean scores as a guide. The college administration then reviews these suggestions and actions, makes the required modifications, and sends the information to the appropriate departments for focused curricular enhancements. By ensuring that feedback is converted into actionable steps, this methodical approach promotes ongoing curriculum improvement that meets the expectations of stakeholders.

Feedback Analysis (Alumni Feedback-2020)

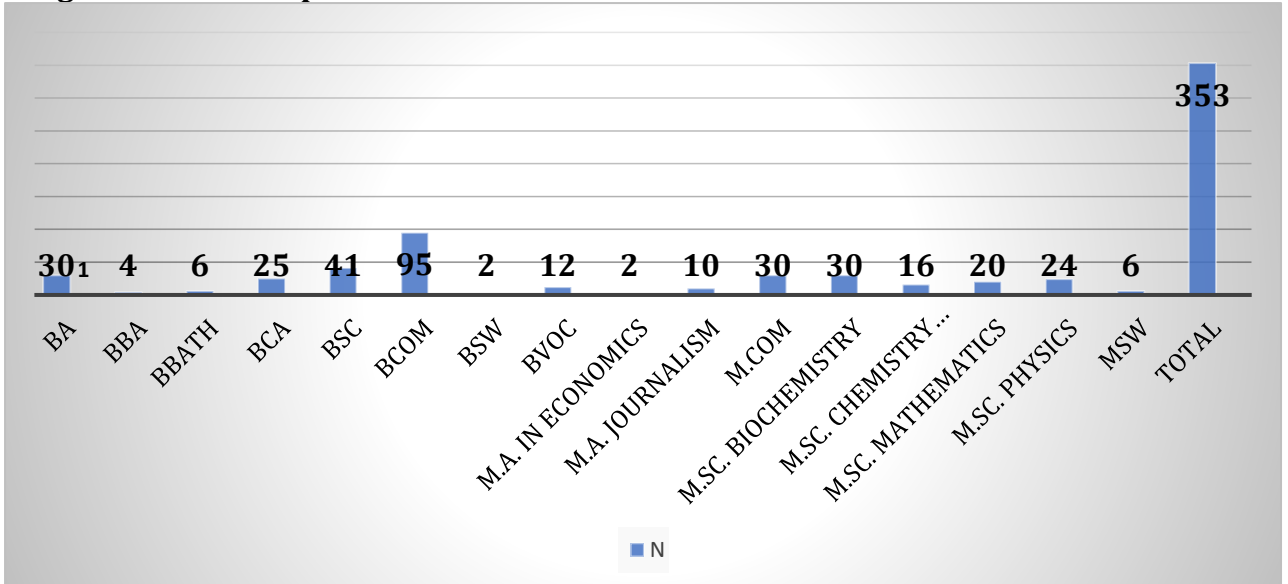
Sl. No.	Components	N	Mean	Std. D	Excellent (5)		Very Good (4)		Good (3)		Satisfactory (2)		Not Satisfactory (1)		Remarks/ Action taken
					N	%	N	%	N	%	N	%	N	%	
1	Depth of the Course Content	353	3.96	1.009	131	37.1	110	31.2	85	24.1	20	5.7	7	2.0	Satisfactory
2	Coverage of Syllabus	353	3.94	0.972	128	36.3	102	28.9	102	28.9	17	4.8	4	1.1	Satisfactory
3	Relevance of the Course	353	3.82	1.048	116	32.9	96	27.2	114	32.3	15	4.2	12	3.4	Satisfactory
4	Learning Values	353	3.94	0.984	129	36.5	102	28.9	100	28.3	17	4.8	5	1.4	Satisfactory
5	Clarity and Relevance of textual	353	3.99	0.955	136	38.5	96	27.2	103	29.2	16	4.5	2	0.6	Satisfactory
6	Availability of Study Material	353	4.03	0.938	138	39.1	109	30.9	89	25.2	14	4.0	3	0.8	Satisfactory
7	Relevance of the Curriculum	353	3.93	0.962	122	34.6	112	31.7	97	27.5	18	5.1	4	1.1	Satisfactory
8	Usefulness of the curriculum	353	3.90	1.010	130	36.8	88	24.9	111	31.4	19	5.4	5	1.4	Satisfactory
9	Overall Rating	353	4.00	0.925	126	35.7	121	34.3	88	24.9	15	4.2	3	0.8	Satisfactory
10	Overall Procedure of the convocation Program	353	4.12	1.006	166	47.0	91	25.8	73	20.7	17	4.8	6	1.7	Satisfactory

Note: Components which has >3 mean value not required any action. Satisfactory feedback given by alumni on all the Curriculum Components considered in the questionnaire.

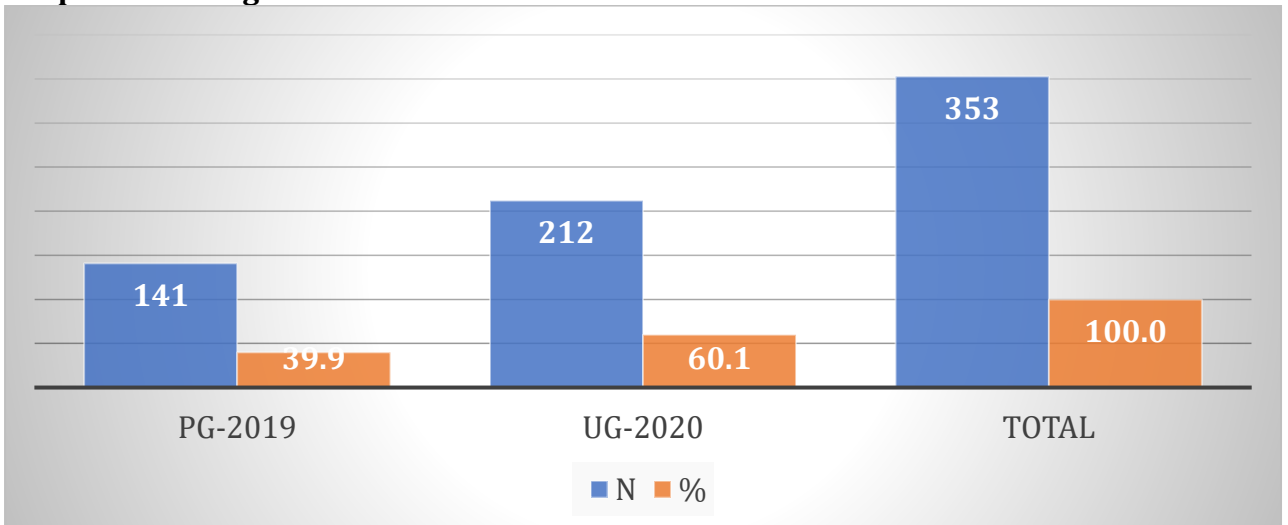
Gender of the Respondents



Programmewise respondents



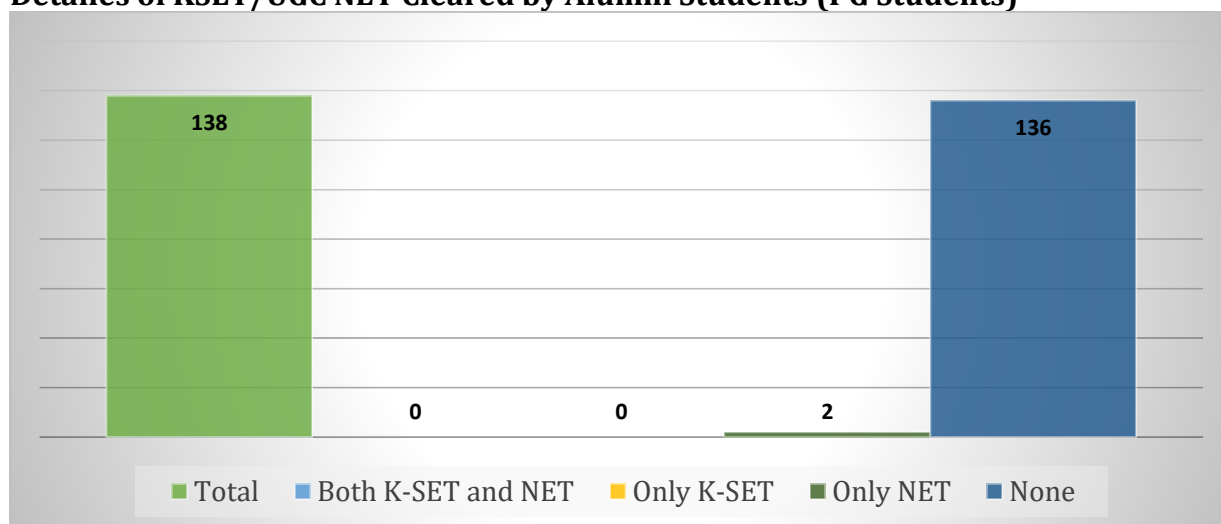
Respondents Degree



CURRENT PROFESSION OF THE STUDENTS (ALUMNUS)

Category	Frequency	Percent
Higher Education Studies	190	53.8
Employment in Finance/Banking/IT	30	8.5
Self-Employed/Freelancers	65	18.4
Educators/Teaching Professionals	14	4
Medical and Clinical Roles	9	2.5
Media and Journalism	6	1.7
Quality Control/Analyst Roles	8	2.3
Homemakers/Non-Working/Preparing for Exams	16	4.5
Other Job Roles (e.g., HR, Marketing, etc.)	15	4.2
Total	353	100

Details of KSET/UGC NET Cleared by Alumni Students (PG Students)



Category	Frequency	Percent
Valid Suggestions		
Improve campus placements	4	1
Enhance library resources	6	2
Update syllabus to match job market	3	1
Better industrial training programs	1	0
Support extracurricular activities	4	1
Improve lab facilities (Biochemistry)	2	1
Include space related programs	2	1
Make subjects more job relevant	2	1
Importance to sports	2	1
Fieldwork and practical exposure	3	1
Appoint more experienced faculty	3	1
Friendly faculty and communication	5	1
No Suggestions or General Comments	353	100
Total	353	100

Conclusion

The feedback analysis and action taken report, prepared by the IQAC of St. Philomena's College, forms an integral part of its ongoing quality monitoring and assurance processes. This year, feedback was gathered from alumni and other stakeholders as part of the 9th Convocation ceremony, supplemented by an online form to ensure broad participation. Data was systematically analyzed to identify areas of curriculum strength and those requiring improvement.

The IQAC has reviewed the recommendations, with actionable suggestions forwarded to relevant departments and college management for implementation. Key areas, such as curriculum content depth, practical activities, and event organization, will be prioritized based on feedback metrics. Notably, aspects with high satisfaction rates will serve as benchmarks for maintaining quality standards. This structured approach ensures that each recommendation is translated into effective actions, contributing to the college's goal of continuous enhancement aligned with stakeholders' expectations.

The outcomes of these actions will be documented in the IQAC Annual Quality Assurance Report (AQAR) and reviewed in the subsequent year's report, ensuring consistent quality improvements year on year.

IQAC ANALYST

IQAC COORDINATOR

PRINCIPAL