



ALPHONSA COLLEGE, PALA

Reaccredited to A+ Grade by NAAC in the
5th Cycle of Accreditation (CGPA 3.33)
Affiliated to Mahatma Gandhi University, Kottayam

FEEDBACK ANALYSIS REPORT 2025 - 26





Feedback Report 2025-26

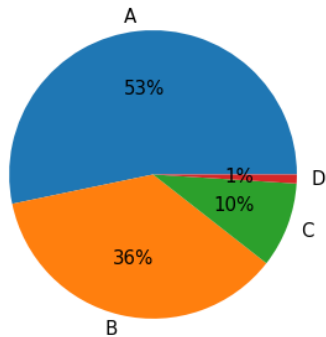
Stakeholder: Students

Student Evaluation Criteria

Questions put to them:

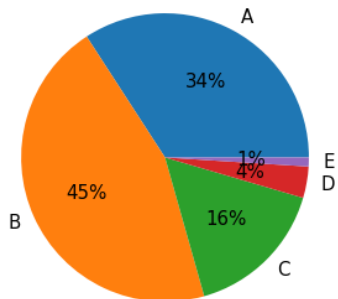
1. Standard of quality, effectiveness and appropriateness of the course in adherence to the prescribed syllabus
2. Syllabus equilibrium between theoretical principles and practical application
3. Curriculum on contemporary trends and advancements
4. Curriculum inspires to pursue further education, engage in research, and foster professional development
5. Infrastructure, digital resources, library, and laboratory facilities for the effective delivery of the curriculum
6. Curriculum's capacity to promote entrepreneurship
7. Support services, such as academic advising and counselling
8. Availability of cafeteria and recreational area

Question 1: Quality and syllabus adherence



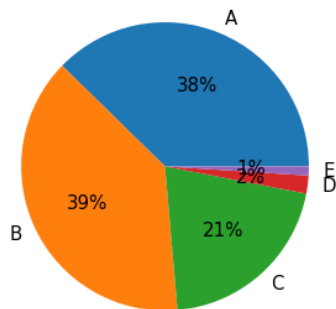
Students held a highly positive view of curriculum quality and syllabus adherence. The majority rated the parameter as Excellent or Very Good, indicating confidence in curriculum delivery and alignment with prescribed academic standards. Minimal dissatisfaction suggests effective curriculum implementation and monitoring.

Question 2: Theory and practical balance



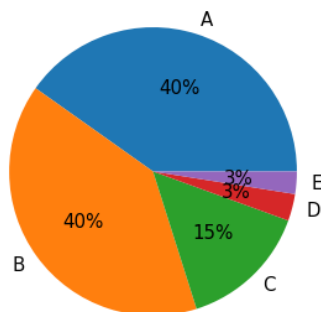
The responses for Theory and practical balance indicate an overall positive perception among respondents. The majority of participants selected Excellent and Very Good categories, reflecting satisfaction with current practices. The findings suggest that the institution has maintained acceptable quality standards in this area.

Question 3: Contemporary trends



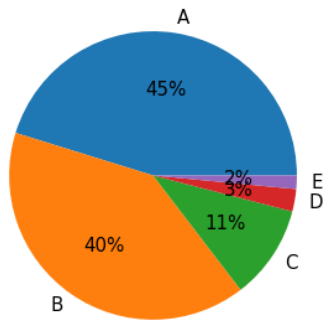
Students acknowledged that the curriculum remains relevant to current developments and emerging trends. The strong positive response indicates curriculum responsiveness; however, enhancement through updated content and interdisciplinary exposure may further improve student perception

Question 4: Higher education and research orientation



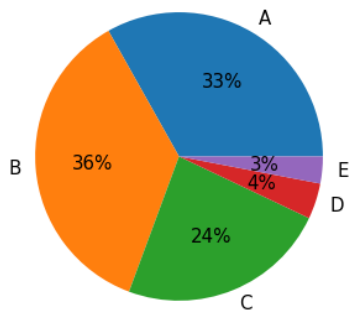
The responses for Higher education and research orientation indicate an overall positive perception among respondents. The presence of moderate ratings indicates opportunities for continuous improvement and refinement. Respondents appear to value institutional efforts and existing support mechanisms. Further strengthening through targeted initiatives and regular review mechanisms can enhance outcomes. Overall, the parameter demonstrates healthy performance and encourages sustained quality improvement.

Question 5: Infrastructure and resources



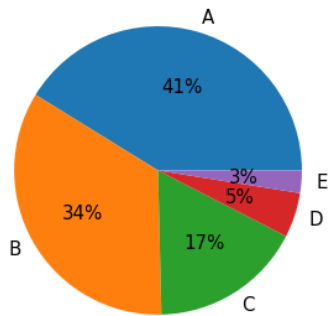
Students reported high satisfaction with institutional infrastructure and academic support facilities. The positive ratings indicate the effective availability of digital resources, library services, and laboratory support that contribute to curriculum delivery.

Question 6: Entrepreneurship promotion



This parameter received comparatively moderate ratings. While responses remain largely positive, a larger proportion of “Good” responses indicates opportunities to strengthen entrepreneurial orientation through industry interaction, incubation initiatives, and skill-based activities.

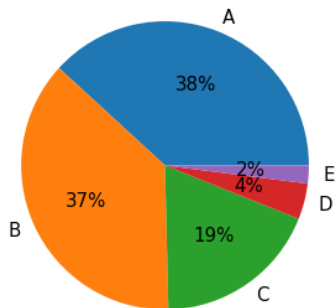
Question 7: Academic advising and counselling



Students viewed academic guidance and counselling services positively. The results indicate that support systems are functioning effectively, though continued strengthening of mentoring and student support mechanisms would further enhance satisfaction.

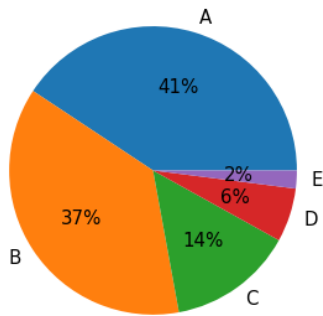
Question 8: Cafeteria and recreational facilities

Question 8: Availability of cafeteria and recreational areas



Student responses suggest overall satisfaction with recreational and campus support facilities. The feedback also indicates potential for improving recreational infrastructure and student-friendly spaces to enrich campus life.

Question 9: Academic atmosphere



The institution received strong approval regarding its academic environment. Students generally perceive the college as maintaining a positive, conducive, and supportive learning atmosphere with only limited concerns requiring attention.

Overall Feedback

Student feedback demonstrates a high level of satisfaction across curriculum quality, academic environment, and institutional support systems. Areas identified for incremental improvement include the promotion of entrepreneurship, practical exposure, and the enhancement of recreational facilities.



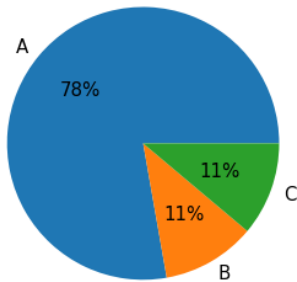
Feedback Analysis 2025 – 26

STAKEHOLDER: PARENT

Parent Feedback Questions

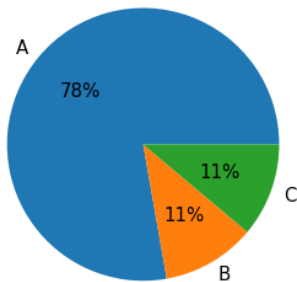
1. Admission procedure
2. Quality and relevance of the courses prescribed in curriculum
3. Curriculum-related activities organised by the college
4. Availability of the text and reference books prescribed in the curriculum
5. Infrastructure and lab facilities and library for curriculum delivery
6. Student's counselling activities
7. Use of Information and Communication Technology (ICT) in curriculum delivery
8. Overall academic environment (Discipline, Teaching & other related activities)
9. Improvement in Ethics, Human values and social responsibility
10. The reliability of assessment and evaluation processes adopted by the institution
11. Workload in Courses
12. Faculty support in curricular and co-curricular learning process

Question 1: Admission procedure



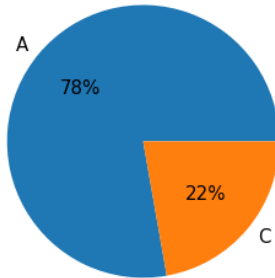
The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 88.9% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in admission procedure.

Question 2: Quality and relevance of the courses prescribed in curriculum



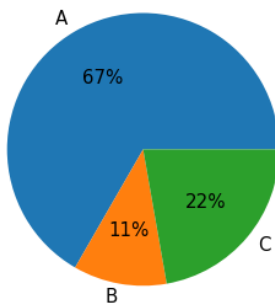
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Question 3: Curriculum related activities organised by the college



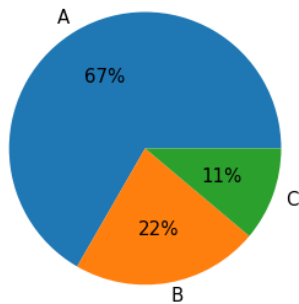
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Question 4: Availability of text and reference books



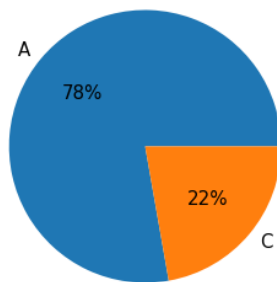
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Question 5: Infrastructure and lab facilities and library



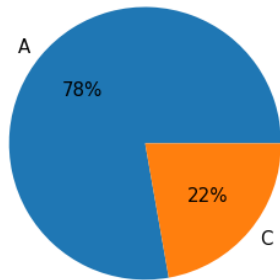
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Question 6: Student counselling activities



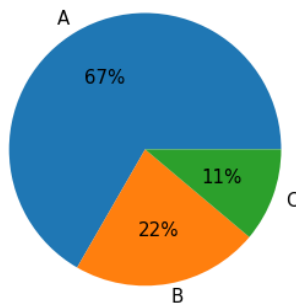
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Question 7: Use of ICT in curriculum delivery



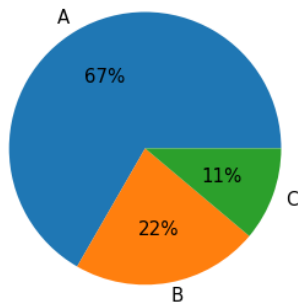
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Question 8: Overall academic environment



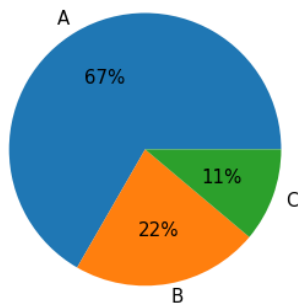
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Question 9: Improvement in ethics and social responsibility



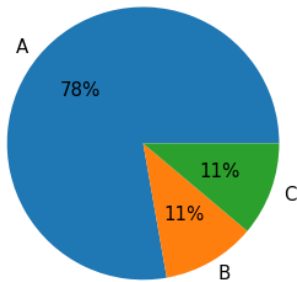
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Question 10: Reliability of assessment and evaluation processes



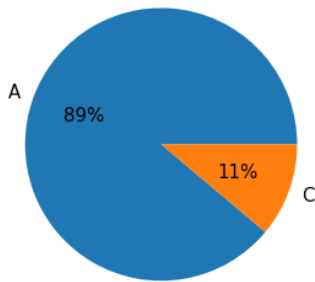
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Question 11: Workload in Courses



The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 88.9% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in workload in courses.

Question 12: Faculty support in curricular and co-curricular learning



The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 88.9% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in faculty support in curricular and co-curricular learning.

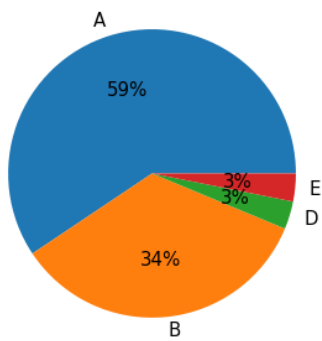


Feedback Report 2025-26

Stakeholder: Faculty

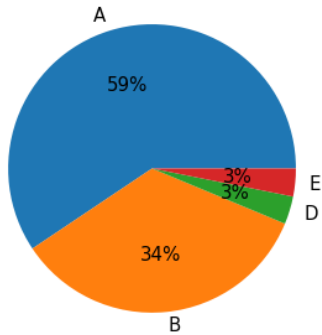
Faculty Framework Evaluation

Question 1: Syllabus relevance and employability



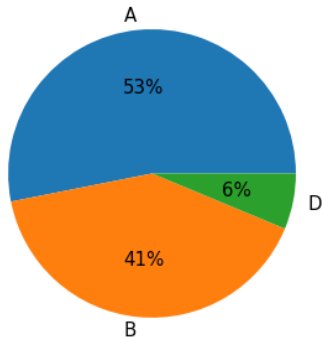
Faculty responses indicate strong satisfaction with syllabus design and its capacity to support competitive examinations, higher education, and employability. The curriculum is perceived as academically comprehensive and outcome-oriented.

Question 2: Assessment and CO/PSO alignment



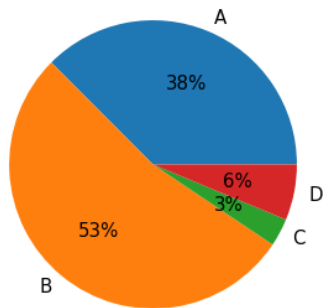
Faculty largely agreed that assessment practices effectively evaluate Course Outcomes and Program Specific Outcomes. This reflects alignment between curriculum objectives, teaching practices, and evaluation methods.

Question 3: Skill development



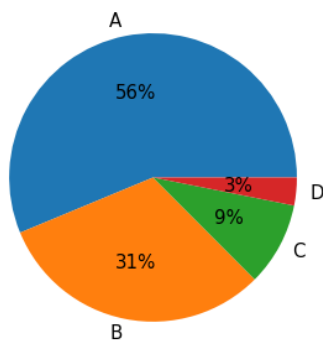
Teachers acknowledged the curriculum's role in enhancing higher-order thinking and skill development. The strong positive response indicates that academic programmes support the multidimensional development of student competencies.

Question 4: Teaching resources



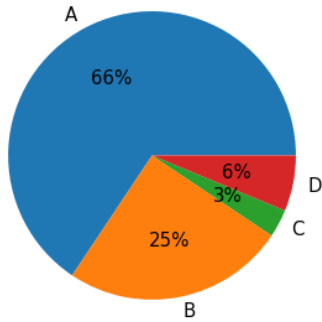
Faculty expressed general satisfaction with the availability of learning resources. Some variation in ratings suggests continued investment in updated reference materials and learning resources may further strengthen teaching effectiveness. healthy performance and encourages sustained quality improvement.

Question 5: Distribution of hours



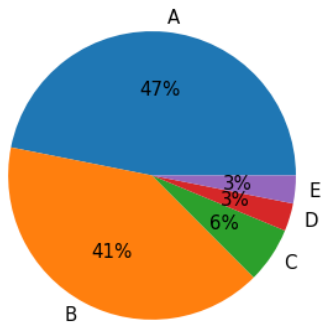
Faculty feedback reflects that syllabus hours are generally adequate and manageable for effective course completion. Minor refinements in workload distribution may further improve teaching efficiency.

Question 6: ICT Enabled facilities



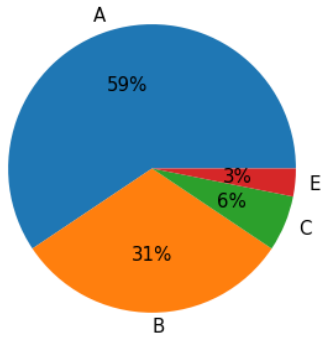
Faculty showed strong appreciation for the institution’s commitment to maintaining updated teaching resources and ICT-enabled infrastructure. This indicates successful integration of technology into teaching-learning practices.

Question 7: Collaborative spaces



Responses suggest that collaborative learning spaces are available and supportive of project-based and interactive learning approaches. Further expansion of collaborative environments may strengthen engagement.

Question 8: Research opportunities



Faculty feedback reflects satisfaction regarding opportunities for research engagement and innovative academic practices. Continued encouragement through funded projects, workshops, and collaborative initiatives would sustain growth in this area.

Overall Observation

Faculty responses indicate strong confidence in curriculum relevance, assessment mechanisms, infrastructure support, and institutional commitment to academic quality. Future focus may be placed on resource enhancement, collaborative learning environments, and expanded research opportunities.

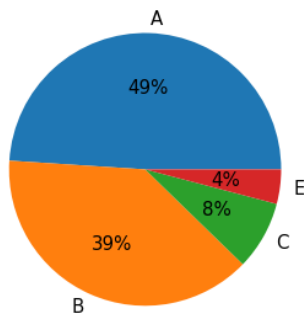


Feedback Analysis Report – 2025-26 STAKEHOLDER: ALUMNI

Alumni Feedback Questions

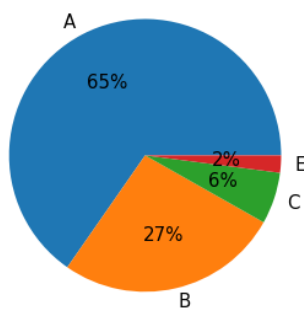
1. **Syllabus prospects subject knowledge for competitive exams, higher education, and employability**
2. **Quality of teaching and learning methods**
3. **Curriculum-related activities organized by the College**
4. **Achieving holistic development through diverse courses**
5. **Robust Alumni Association**
6. **Teacher–student dynamics throughout and after the program**
7. **Overall academic atmosphere in the college**

Question 1: Syllabus prospects subject knowledge for competitive exams, higher education, and employability



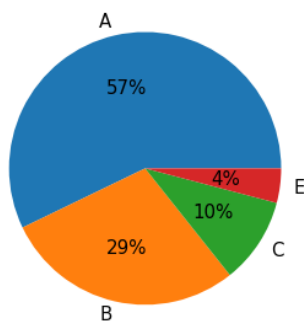
The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 87.8% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in syllabus prospects subject knowledge for competitive exams, higher education, and employability.

Question 2: Quality of teaching and learning methods



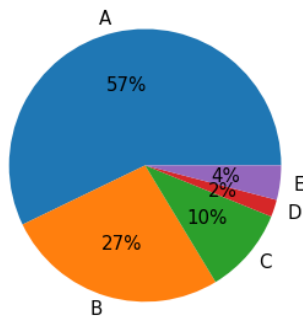
The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 91.8% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in quality of teaching and learning methods.

Question 3: Curriculum related activities organized by the College



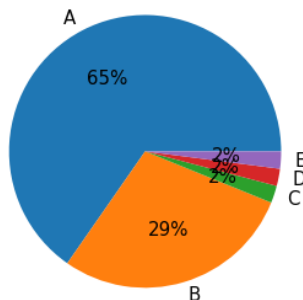
The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 85.7% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in curriculum related activities organized by the college.

Question 4: Achieving holistic development through diverse courses



The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 83.7% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in achieving holistic development through diverse courses.

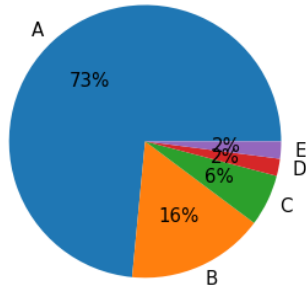
Question 5: Robust Alumni Association



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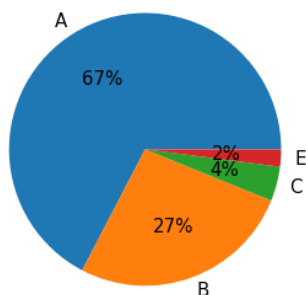
indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in robust alumni association.

Question 6: Teacher-student dynamics throughout and post the program



The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 89.8% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in teacher-student dynamics throughout and post the program.

Question 7: Overall academic atmosphere in the college



The responses for this parameter demonstrate a generally positive evaluation pattern. Approximately 93.9% of participants rated the item as Excellent or Very Good. This indicates stakeholder confidence in institutional practices related to this dimension. The presence of limited Grade C responses suggests opportunities for further refinement and

enhancement. Lower ratings remain minimal and do not significantly affect the overall trend. The findings highlight consistent quality and effective implementation mechanisms. Continued review and targeted improvement initiatives can further strengthen performance in overall academic atmosphere in the college.