



KORAMBAYIL AHAMED HAJI MEMORIAL
UNITY WOMEN'S COLLEGE, MANJERI
(P.O) Narukara, Malappuram Dt., Kerala 676 122
(Govt.-Aided and Affiliated to University of Calicut)
[Nationally reaccredited by NAAC with 'B++' Grade, CGPA 2.77]
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1.4 FEEDBACK SYSTEM

ALUMNI FEEDBACK ANALYSIS REPORT 2019 -2024

Analysis Report

Alumnae Feedback for the Academic Year 2023-24

Introduction:

This report presents a detailed analysis of alumnae feedback from Unity Women's College, Manjeri, for the academic year 2023-24. The feedback covers various aspects of the curriculum, including syllabus satisfaction, academic flexibility, employability enhancement, and skill development. The percentages of each response category are provided for each key question.

1. Syllabus Satisfaction

- **Agree:** 55.46%
- **Neutral:** 16.81%
- **Strongly Agree:** 22.69%
- **Disagree:** 3.36%
- **Strongly Disagree:** 1.68%

Observation: The majority of alumnae (78.15%) are satisfied with the syllabus, either agreeing or strongly agreeing that the syllabus met their expectations. Only a small percentage (5.04%) expressed dissatisfaction.

2. Comprehension of Cross-disciplinary Knowledge

- **Agree:** 57.14%
- **Neutral:** 22.69%
- **Strongly Agree:** 15.13%
- **Disagree:** 3.36%

Observation: Alumnae generally feel that the syllabus helped them comprehend cross-disciplinary knowledge, with 72.27% either agreeing or strongly agreeing. A notable portion (22.69%) remained neutral.

3. Academic Flexibility

- **Agree:** 59.66%
- **Neutral:** 14.29%
- **Strongly Agree:** 19.33%
- **Disagree:** 5.88%

Observation: Academic flexibility received positive feedback from the alumnae, with nearly 79% satisfied. However, 14.29% were neutral, indicating potential areas for improvement.

4. Promotion of Professional Skills

- **Agree:** 43.70%
- **Neutral:** 16.81%
- **Strongly Agree:** 21.01%
- **Disagree:** 15.13%

Observation: While 64.71% of alumnae believe the syllabus promoted professional skills, a significant 16.81% were neutral and 15.13% disagreed, suggesting room for strengthening professional development elements in the curriculum.

5. Employability Enhancement

- **Agree:** 54.62%
- **Neutral:** 24.37%
- **Strongly Agree:** 8.40%
- **Disagree:** 10.92%
- **Strongly Disagree:** 1.68%

Observation: Most alumnae (63.02%) believe the syllabus enhanced their employability, but 24.37% remained neutral, and 12.6% expressed dissatisfaction. This indicates a need for more focused efforts to enhance employability.

6. Electives Satisfaction

- **Agree:** 57.14%
- **Neutral:** 19.33%
- **Strongly Agree:** 16.81%
- **Disagree:** 5.88%

Observation: Satisfaction with the elective courses was high, with 73.95% of alumnae feeling that electives met their needs. However, nearly 19% remained neutral, indicating room for further enhancement of elective offerings.

7. Evaluation Scheme

- **Agree:** 61.34%
- **Neutral:** 20.17%
- **Strongly Agree:** 12.61%
- **Disagree:** 5.04%

Observation: The evaluation scheme was well-received, with 73.95% of alumnae satisfied with it. However, 20.17% of the alumnae remained neutral, signaling that clarity or improvements in the evaluation process might be beneficial.

8. Balance Between Theory and Practical

- **Agree:** 47.06%
- **Neutral:** 21.01%
- **Strongly Agree:** 22.69%
- **Disagree:** 5.88%

Observation: Most alumnae (69.75%) were satisfied with the balance between theoretical and practical components in the syllabus, although 21.01% were neutral and 5.88% disagreed.

9. Prescribed Books

- **Agree:** 57.98%
- **Neutral:** 17.65%
- **Strongly Agree:** 21.01%
- **Disagree:** 2.52%

Observation: Most alumnae (78.99%) were satisfied with the prescribed books, though 17.65% remained neutral and 2.52% disagreed, indicating that there may be a need to review or update some of the prescribed materials.

10. Skill Enhancement

- **Agree:** 57.98%
- **Neutral:** 16.81%
- **Strongly Agree:** 16.81%
- **Disagree:** 5.04%

Observation: While 74.79% of alumnae believe the curriculum helped enhance their skills, 16.81% were neutral, and 5.04% disagreed. This suggests that further focus on skill development is needed to ensure that the curriculum meets professional and personal growth needs.

Key Insights:

1. **Overall Satisfaction:** Alumnae feedback indicates general satisfaction with the syllabus, academic flexibility, and evaluation schemes, with most responses showing agreement or strong agreement.
2. **Areas for Improvement:**
 - **Professional Skills and Employability:** Although many alumnae felt the syllabus contributed to their professional development, a notable percentage expressed neutral or negative responses. This area needs to be enhanced to better meet the job market demands.
 - **Cross-disciplinary Knowledge:** Some alumnae remained neutral on whether the syllabus helped with cross-disciplinary knowledge, which presents an opportunity to introduce more integrated learning experiences.

- **Theory vs. Practical Balance:** A small portion of alumnae disagreed with the balance between theory and practical components, highlighting an area for improvement in making the curriculum more application-oriented.
- 3. **Neutral Responses:** Across multiple areas, a significant number of neutral responses were recorded. These suggest that while students may not be dissatisfied, there is an opportunity to further improve their experience and satisfaction by addressing areas such as professional skills, electives, and employability.

Departmental Analysis Report

Introduction:

This report presents a detailed breakdown of alumnae feedback by department at Unity Women's College, Manjeri, for the academic year 2023-24. The analysis focuses on several key areas such as syllabus satisfaction, academic flexibility, promotion of professional skills, and more.

Department: B. Sc Chemistry

- **Syllabus Satisfaction:**
 - 100% of alumnae agreed that the syllabus met their expectations.
- **Comprehension of Cross-disciplinary Knowledge:**
 - 100% of alumnae agreed that the syllabus helped them understand cross-disciplinary knowledge.
- **Academic Flexibility:**
 - 100% of alumnae agreed that the syllabus provided sufficient academic flexibility.
- **Promotion of Professional Skills:**
 - 100% of alumnae agreed that the syllabus helped promote professional skills.
- **Employability Enhancement:**
 - 100% of alumnae agreed that the syllabus enhanced their employability.
- **Electives Satisfaction:**
 - 100% of alumnae were satisfied with the elective courses offered.
- **Evaluation Scheme:**
 - 100% of alumnae agreed that the evaluation scheme was satisfactory.
- **Balance Between Theory & Practical:**
 - 100% of alumnae were satisfied with the balance between theoretical and practical components.
- **Prescribed Books and Skill Enhancement:**
 - 100% of alumnae agreed that the prescribed books and skill enhancement provided by the syllabus were sufficient.

Observation: Alumnae from the B.Sc Chemistry department expressed complete satisfaction across all feedback categories, indicating that the curriculum met their academic and professional expectations.

Department: B.A History

- **Syllabus Satisfaction:**
 - 50% of alumnae agreed with the syllabus structure, while the other 50% disagreed.
- **Comprehension of Cross-disciplinary Knowledge:**
 - 50% of alumnae agreed that the syllabus helped in cross-disciplinary knowledge, while 50% remained neutral.
- **Academic Flexibility:**
 - 50% of alumnae were satisfied with the academic flexibility, while the other 50% disagreed.
- **Promotion of Professional Skills:**
 - 50% of alumnae disagreed that the syllabus promoted professional skills, with no agreement recorded.
- **Employability Enhancement:**
 - 50% of alumnae were satisfied with the employability enhancement offered by the syllabus.
- **Electives Satisfaction:**
 - 50% of alumnae were satisfied with the electives, while the remaining 50% expressed neutrality.
- **Evaluation Scheme:**
 - 50% of alumnae remained neutral on the evaluation scheme, while the rest were either satisfied or dissatisfied.
- **Balance Between Theory & Practical:**
 - 50% of alumnae were satisfied with the balance, while 50% expressed dissatisfaction.
- **Prescribed Books and Skill Enhancement:**
 - 50% of alumnae agreed with the prescribed books, and 50% disagreed.

Observation: The feedback from B.A History alumna reflects mixed satisfaction levels, with several areas such as professional skills and theory-practical balance needing improvement. There are opportunities to enhance the curriculum, especially in promoting professional development and employability.

Department: Mathematics

- **Syllabus Satisfaction:** Alumnae provided mixed feedback.
 - 50% agreed that the syllabus met their expectations, while the other half disagreed or were neutral.
- **Comprehension of Cross-disciplinary Knowledge:**
 - 50% agreed, and 50% remained neutral.
- **Academic Flexibility:**
 - 50% of alumnae were satisfied with the flexibility offered, while the remaining half were neutral or dissatisfied.
- **Promotion of Professional Skills:**
 - Feedback was more critical, with 50% disagreeing that the syllabus promoted professional skills.

- **Employability Enhancement:**
 - Alumnae feedback was mixed, with some expressing neutrality and others dissatisfaction.
- **Electives Satisfaction:**
 - Half of the alumnae were satisfied, while the rest provided neutral responses.

Conclusion: The alumnae from the Mathematics department provided mixed feedback. While some were satisfied with the syllabus and academic flexibility, there was significant dissatisfaction regarding professional skills and employability.

Department: Botany

- **Syllabus Satisfaction:**
 - 100% of alumnae expressed satisfaction with the syllabus.
- **Comprehension of Cross-disciplinary Knowledge:**
 - Alumnae provided positive feedback, with most agreeing that the syllabus helped them understand cross-disciplinary knowledge.
- **Academic Flexibility:**
 - 100% of alumnae were satisfied with the academic flexibility.
- **Promotion of Professional Skills:**
 - Alumnae were less satisfied in this area, with some expressing dissatisfaction.
- **Employability Enhancement:**
 - Feedback was mixed, with some alumnae agreeing that the syllabus enhanced their employability, while others were neutral.
- **Electives Satisfaction:**
 - Positive feedback, with most alumnae satisfied with the elective options.

Conclusion: The Botany department alumnae were mostly satisfied with the syllabus, academic flexibility, and electives. However, there were concerns regarding the promotion of professional skills and employability.

Department: Home Science (Nutrition and Dietetics)

- **Syllabus Satisfaction:**
 - The majority of alumnae expressed satisfaction with the syllabus.
- **Comprehension of Cross-disciplinary Knowledge:**
 - Positive feedback, with most agreeing that the syllabus helped them understand cross-disciplinary knowledge.
- **Academic Flexibility:**
 - Alumnae were generally satisfied with the academic flexibility provided by the department.
- **Promotion of Professional Skills:**
 - Feedback was more critical, with some alumnae expressing dissatisfaction in this area.
- **Employability Enhancement:**

- Responses were mixed, with some agreeing that the syllabus enhanced employability, while others remained neutral.
- **Electives Satisfaction:**
 - Alumnae were generally satisfied with the electives offered.

Conclusion: Alumnae from the Home Science (Nutrition and Dietetics) department were satisfied with the syllabus and academic flexibility. However, there were concerns about the promotion of professional skills and employability.

Department: Psychology

- **Syllabus Satisfaction:**
 - 100% of alumnae expressed satisfaction with the syllabus.
- **Comprehension of Cross-disciplinary Knowledge:**
 - Positive feedback, with all alumnae agreeing that the syllabus helped them understand cross-disciplinary knowledge.
- **Academic Flexibility:**
 - Alumnae were satisfied with the academic flexibility provided by the department.
- **Promotion of Professional Skills:**
 - Alumnae expressed satisfaction in this area, with most agreeing that the syllabus promoted professional skills.
- **Employability Enhancement:**
 - Positive feedback, with alumnae agreeing that the syllabus enhanced their employability.
- **Electives Satisfaction:**
 - Alumnae expressed satisfaction with the elective courses offered by the department.

Conclusion: Alumnae from the Psychology department were highly satisfied across all aspects of the curriculum, including professional skills development and employability enhancement.

Department: Family and Community Science

- **Syllabus Satisfaction:**
 - 100% of alumnae were satisfied with the syllabus structure.
- **Comprehension of Cross-disciplinary Knowledge:**
 - Alumnae agreed that the syllabus helped them understand cross-disciplinary knowledge.
- **Academic Flexibility:**
 - Positive feedback, with all alumnae agreeing that the curriculum allowed for academic flexibility.
- **Promotion of Professional Skills:**
 - Alumnae were satisfied with the professional skills promoted by the syllabus.
- **Employability Enhancement:**
 - Most alumnae agreed that the syllabus enhanced their employability, although some remained neutral.

- **Electives Satisfaction:**
 - 100% of alumnae expressed satisfaction with the elective courses offered by the department.

Conclusion: The Family and Community Science department received highly positive feedback from alumnae, with strong satisfaction in syllabus content, academic flexibility, and employability enhancement.

Department: Commerce

- **Syllabus Satisfaction:**
 - The majority of alumnae expressed satisfaction with the syllabus.
- **Comprehension of Cross-disciplinary Knowledge:**
 - Positive feedback, with most agreeing that the syllabus helped them understand cross-disciplinary knowledge.
- **Academic Flexibility:**
 - 100% of alumnae were satisfied with the academic flexibility offered by the department.
- **Promotion of Professional Skills:**
 - Alumnae expressed some dissatisfaction with the promotion of professional skills, indicating a need for improvement in this area.
- **Employability Enhancement:**
 - Feedback was mixed, with some alumnae agreeing that the syllabus enhanced their employability, while others remained neutral.
- **Electives Satisfaction:**
 - Alumnae were generally satisfied with the elective options offered by the department.

Conclusion: Alumnae from the Commerce department were satisfied with the syllabus and academic flexibility, but there is room for improvement in promoting professional skills and employability.

Summary of Findings:

1. **High Satisfaction:** Departments such as **Psychology** and **Family and Community Science** received overwhelmingly positive feedback, with alumnae expressing satisfaction across all areas.
2. **Areas for Improvement:**
 - Departments like **Mathematics**, **Botany**, and **Home Science** showed some dissatisfaction, particularly in the areas of professional skills development and employability enhancement.
 - **Commerce** alumnae indicated a need for improvement in promoting professional skills.
3. **Elective Satisfaction:** Alumnae across most departments were generally satisfied with the elective options provided, which highlights the strength of the college in offering diverse and relevant elective courses.

Recommendations:

1. **Focus on Professional Skills Development:** Departments such as Mathematics, Botany, and Home Science could benefit from curriculum enhancements that focus on bridging the gap between academic knowledge and professional, job-oriented skills.
2. **Improve Employability Enhancement:** While some departments show high satisfaction in employability enhancement, others need to better align their curriculum with market demands to ensure alumnae feel well-prepared for their careers.

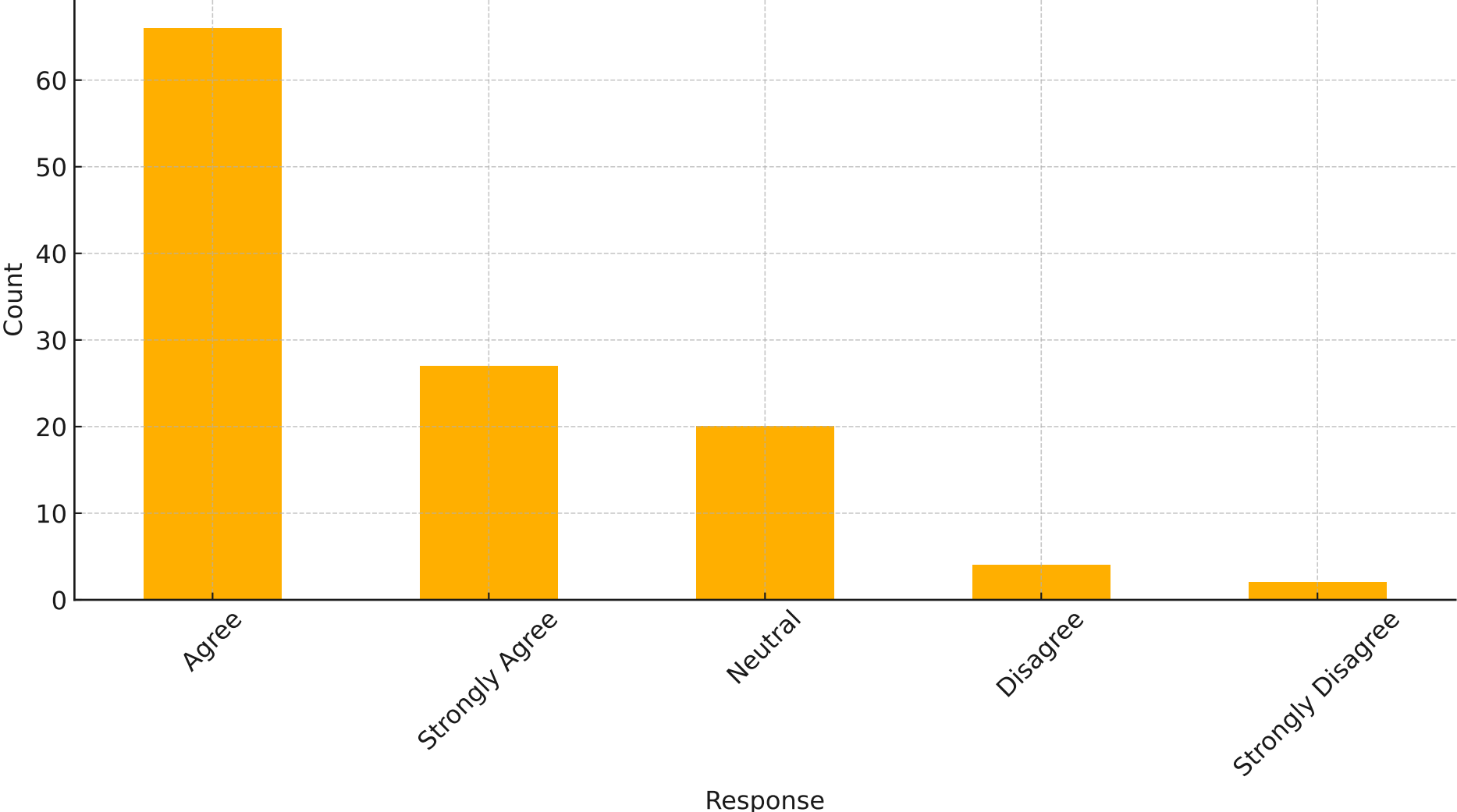
Conclusion:

The alumnae feedback for 2023-24 reflects overall positive sentiments towards the curriculum at Unity Women's College, with high levels of satisfaction in syllabus structure, academic flexibility, and skill enhancement. However, there are clear areas for improvement, particularly in promoting employability and professional skills. Addressing these areas will not only increase alumnae satisfaction but also better prepare future graduates for their careers.

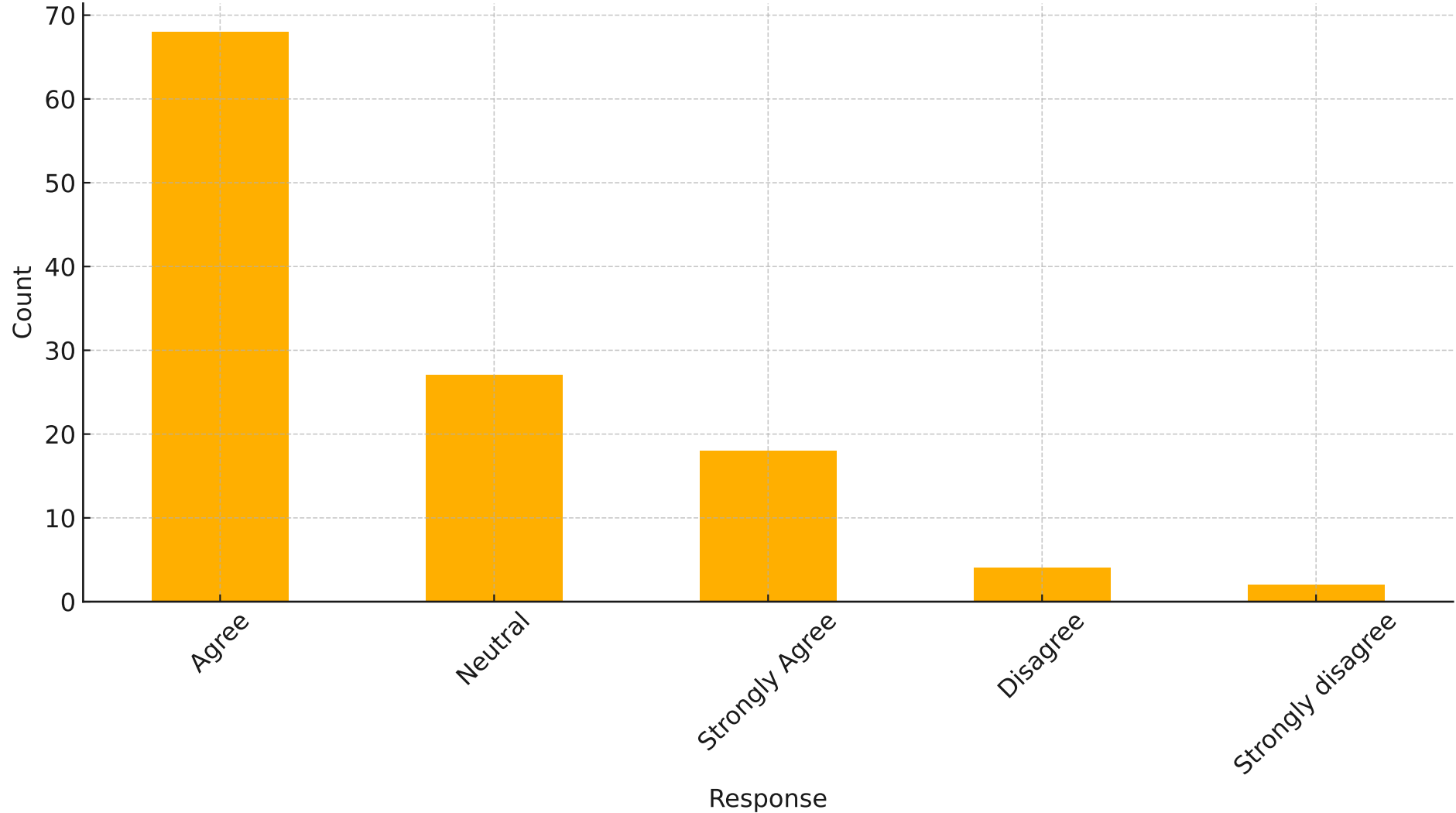
This departmental analysis highlights strengths in departments like Chemistry, where alumnae are highly satisfied, and identifies areas of concern in the History department, where alumnae suggest improvements in several key areas such as employability and the balance between theoretical and practical learning.

The alumnae feedback for departments beyond Chemistry and History reflects a mix of high satisfaction and areas needing improvement. Departments like Psychology and Family and Community Science have demonstrated strong alignment with alumnae needs, while others such as Mathematics, Botany, and Commerce can focus on enhancing professional skills and employability to improve overall satisfaction.

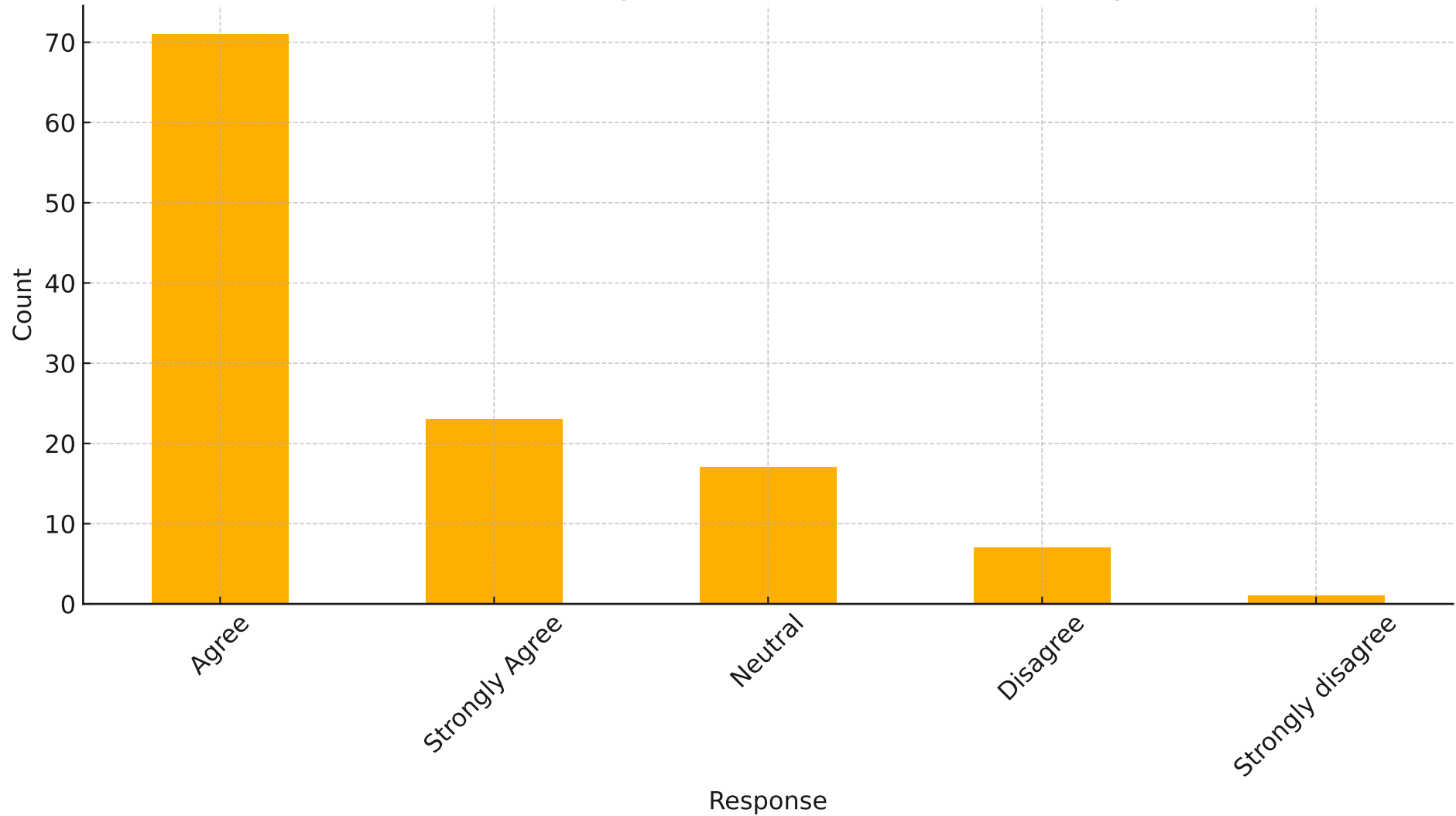
Alumnae Responses for Syllabus Satisfaction



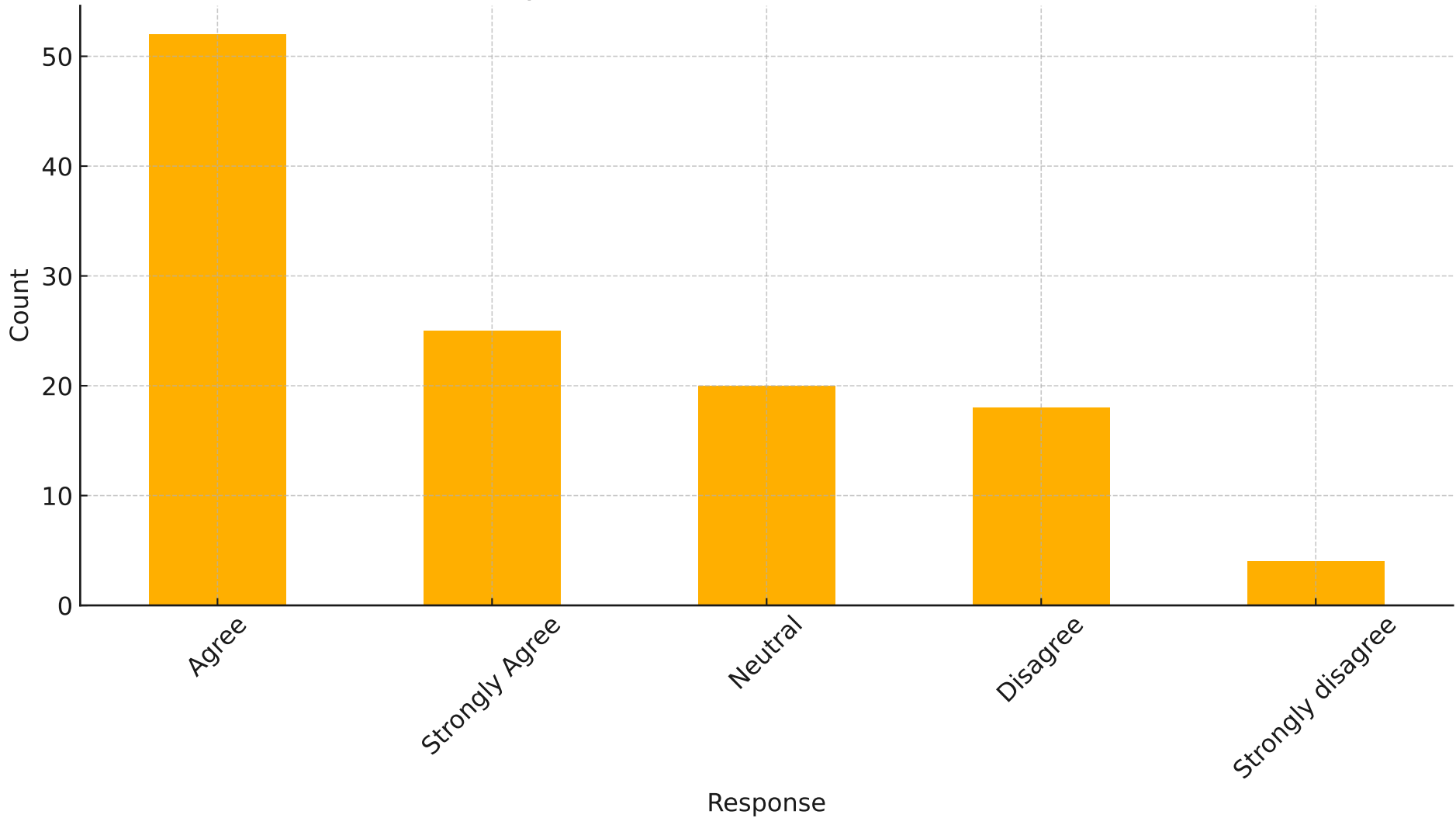
Alumnae Responses for Comprehension of Cross-disciplinary Knowledge



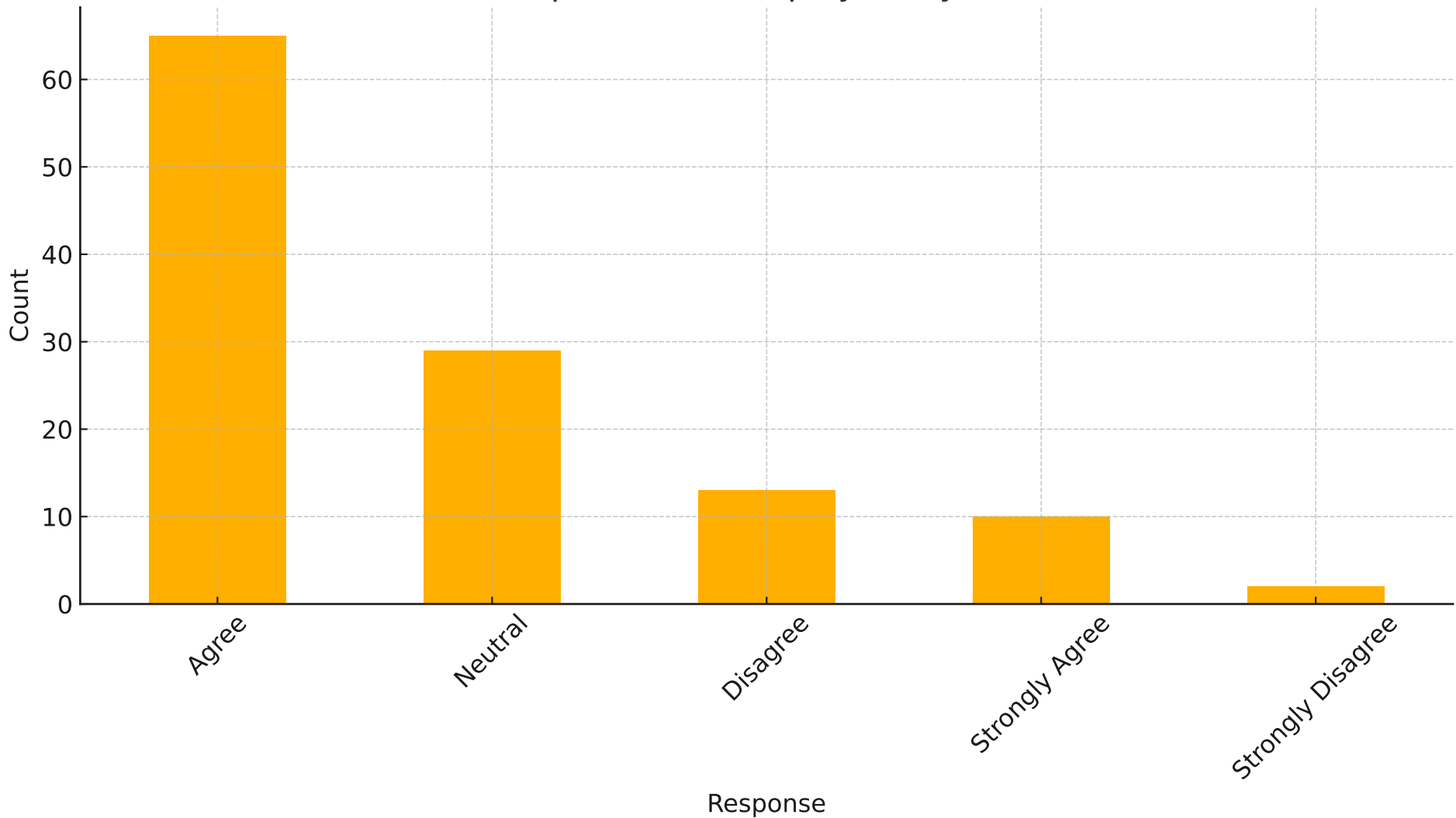
Alumnae Responses for Academic Flexibility



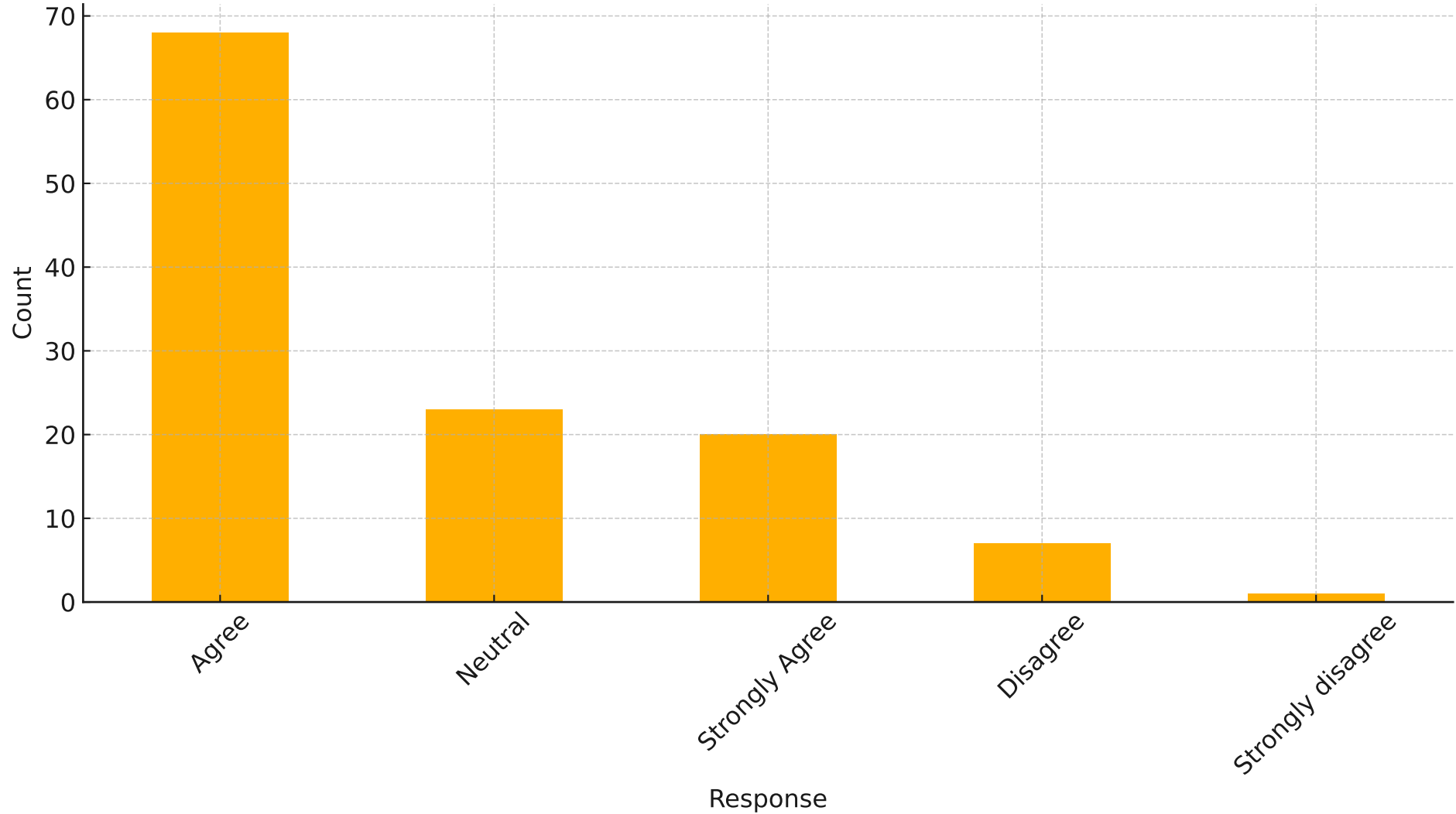
Alumnae Responses for Promotion of Professional Skills



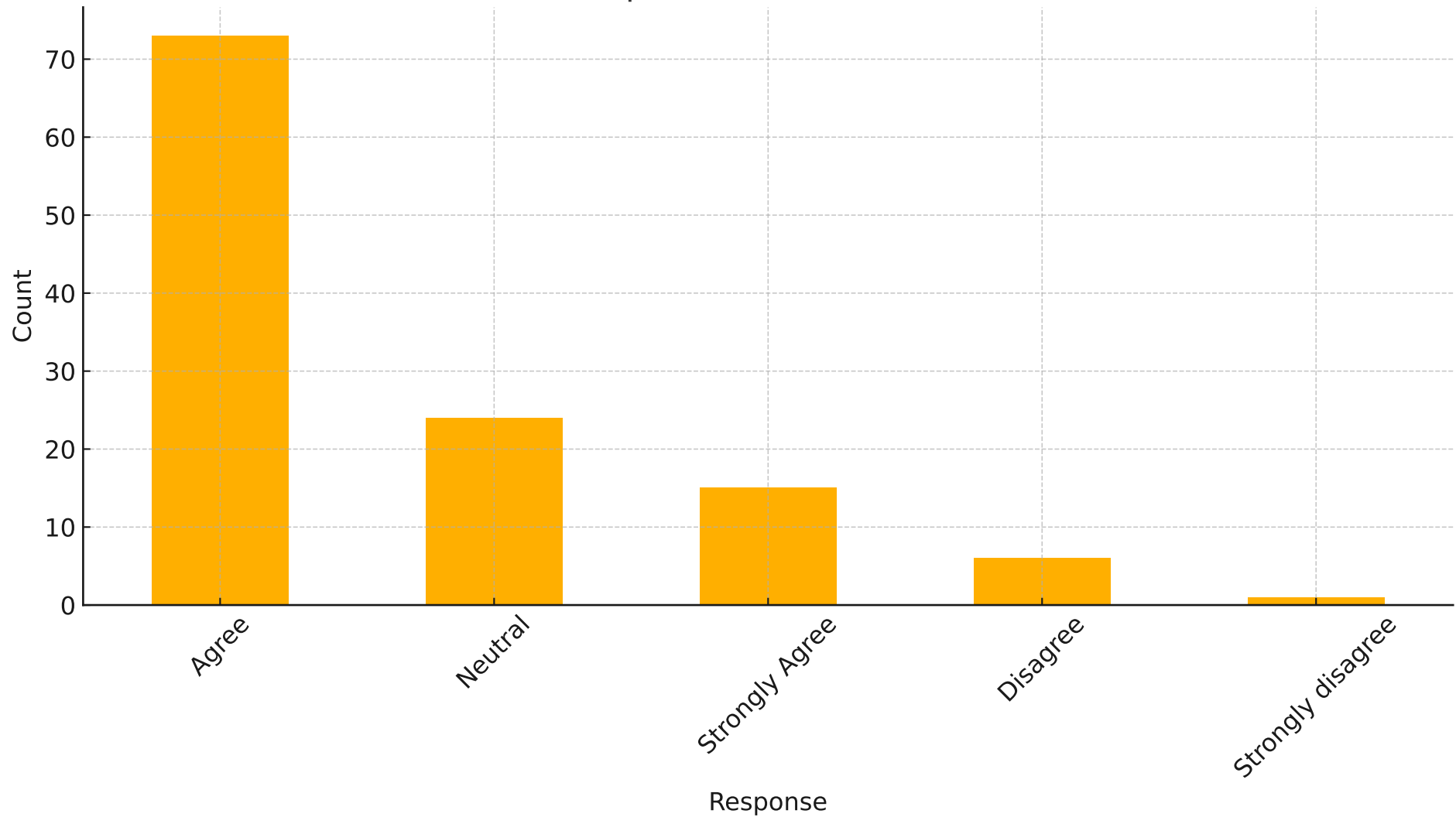
Alumnae Responses for Employability Enhancement



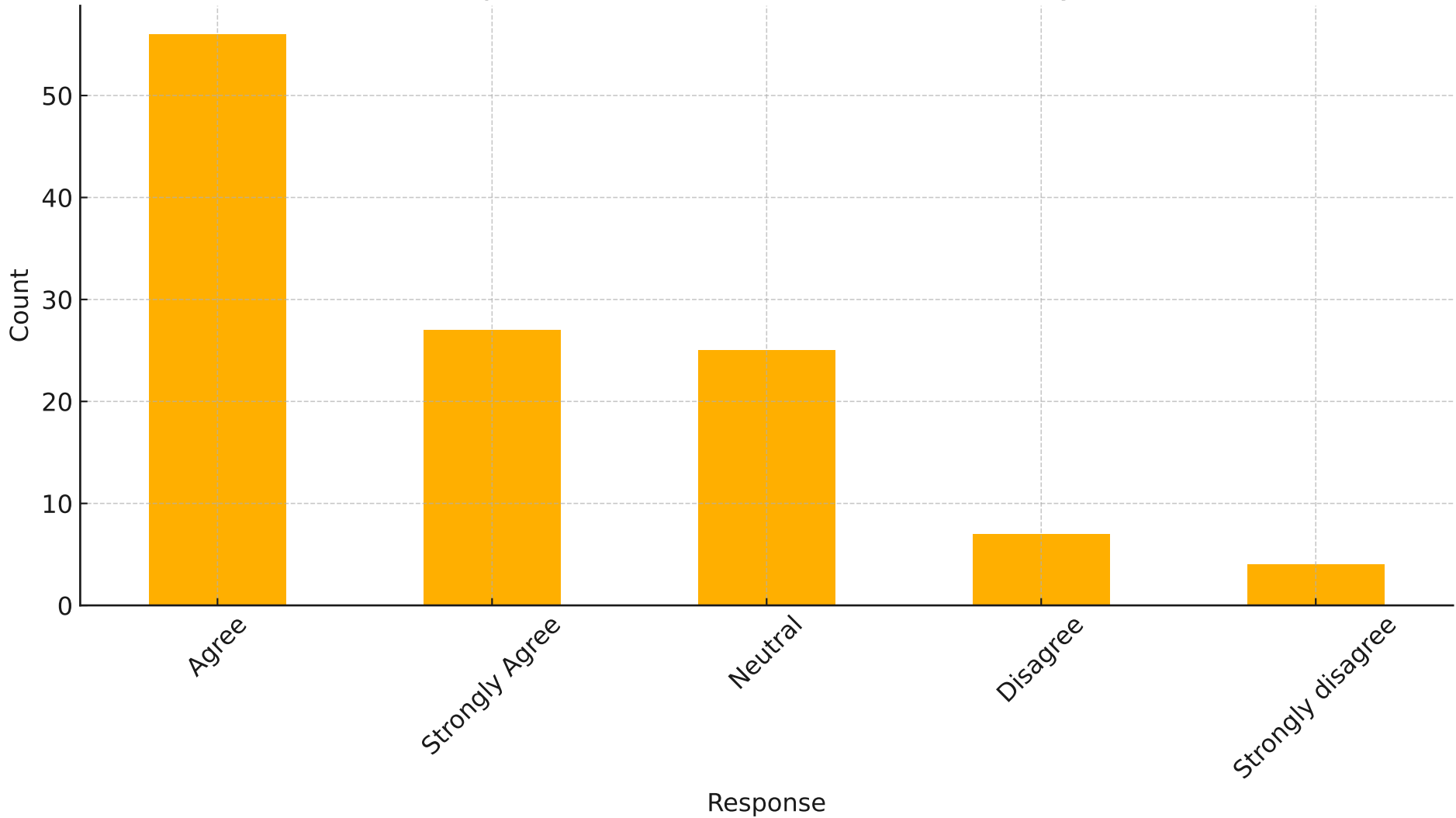
Alumnae Responses for Electives Satisfaction



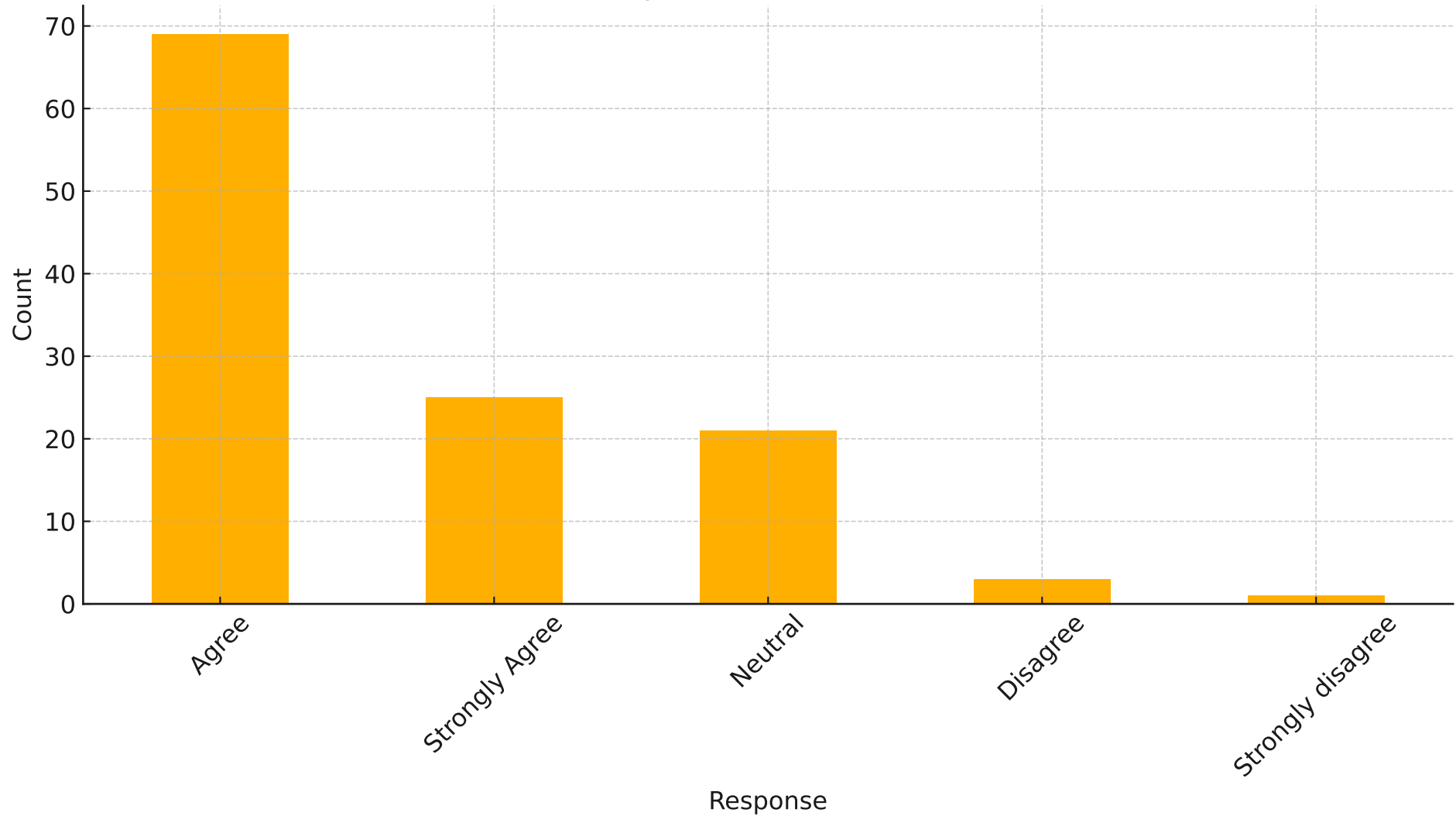
Alumnae Responses for Evaluation Scheme



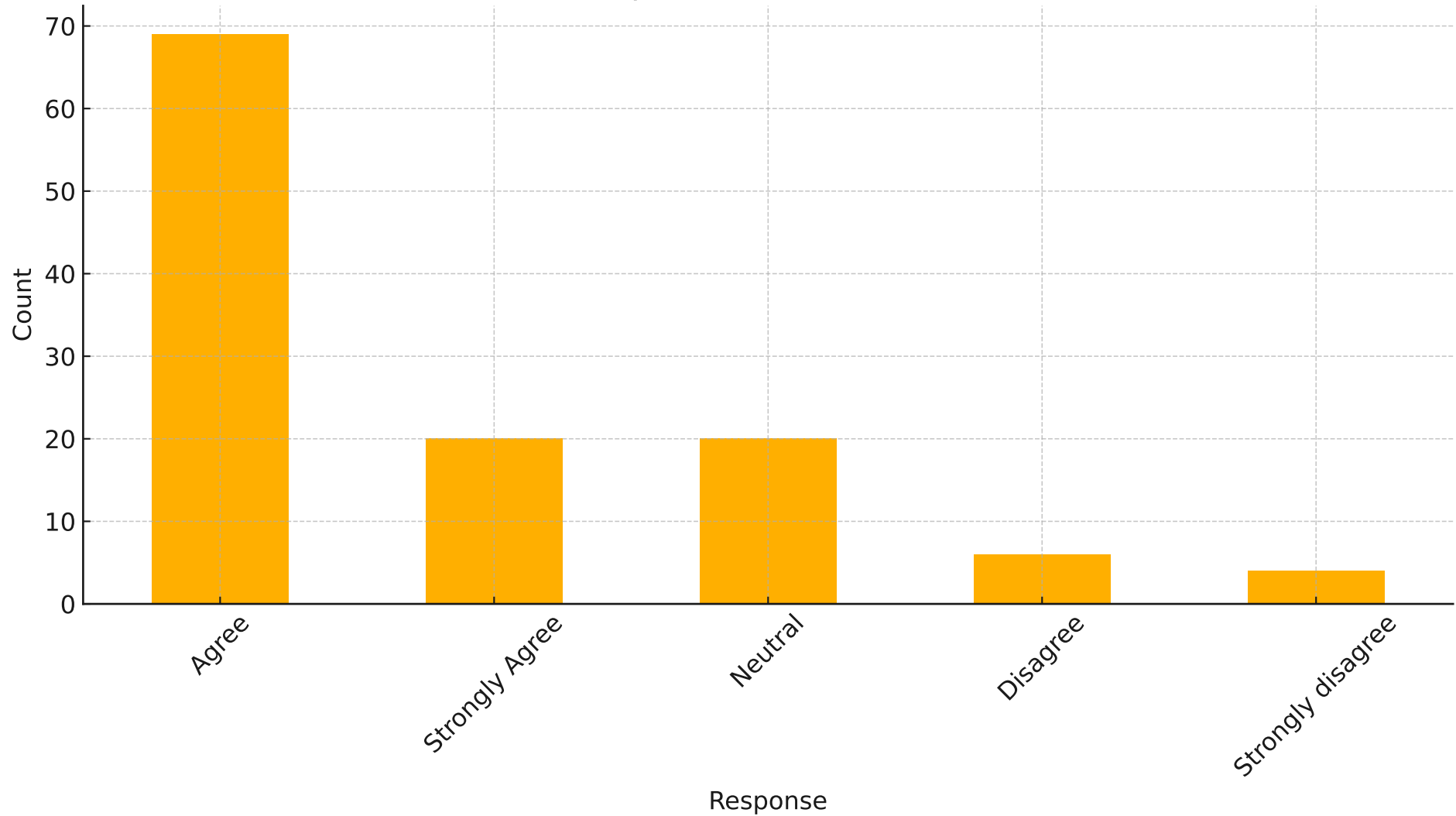
Alumnae Responses for Balance Between Theory & Practical



Alumnae Responses for Prescribed Books



Alumnae Responses for Skill Enhancement



Analysis Report of Alumnae Feedback Responses (2022-23)

Introduction

This report provides a detailed analysis of feedback from alumnae regarding their academic experience for the academic year 2022-23. Alongside the quantitative feedback on various aspects of the syllabus, qualitative suggestions are also incorporated. Additionally, a percentage breakdown of the responses for each option is included.

Quantitative Feedback Analysis

1. Syllabus Prescribed (Q1):

- **Agree:** 52.4%
- **Neutral:** 20.6%
- **Strongly Agree:** 19.0%
- **Disagree:** 3.2%
- **Strongly Disagree:** 4.8%

Analysis: Over half of the alumnae agreed that the syllabus was appropriate, though a small percentage expressed dissatisfaction.

2. Cross-Discipline Comprehension (Q2):

- **Agree:** 49.2%
- **Neutral:** 27.0%
- **Strongly Agree:** 19.0%
- **Disagree:** 4.8%

Analysis: A significant majority felt the syllabus helped them understand cross-disciplinary concepts, with a smaller portion indicating neutrality.

3. Academic Flexibility (Q3):

- **Agree:** 58.7%
- **Neutral:** 23.8%
- **Strongly Agree:** 12.7%
- **Disagree:** 4.8%

Analysis: The majority of alumnae appreciated the flexibility of the curriculum, though some were neutral or dissatisfied.

4. Promotes Employability (Q4):

- **Agree:** 41.3%
- **Neutral:** 33.3%
- **Strongly Agree:** 11.1%
- **Disagree:** 11.1%
- **Strongly Disagree:** 3.2%

Analysis: The feedback reflects general satisfaction with how the syllabus promoted employability, though a third of alumnae were neutral.

5. Entrepreneurship Support (Q5):

- **Agree:** 55.6%

- **Neutral:** 30.2%
- **Strongly Agree:** 4.8%
- **Disagree:** 9.5%

Analysis: A majority felt that the syllabus supported entrepreneurship, with some room for improvement based on neutral responses.

6. Electives Supplement Core Learning (Q6):

- **Agree:** 47.6%
- **Neutral:** 28.6%
- **Strongly Agree:** 14.3%
- **Disagree:** 9.5%

Analysis: While most alumnae agreed that electives complemented the core curriculum, a significant proportion remained neutral or dissatisfied.

7. Evaluation Scheme (Q7):

- **Agree:** 55.6%
- **Neutral:** 27.0%
- **Strongly Agree:** 12.7%
- **Disagree:** 4.8%

Analysis: The evaluation scheme was well-received, though a portion of alumnae were neutral or dissatisfied.

8. Balance Between Theory and Practical (Q8):

- **Agree:** 46.0%
- **Neutral:** 34.9%
- **Strongly Agree:** 11.1%
- **Disagree:** 4.8%
- **Strongly Disagree:** 3.2%

Analysis: Nearly half of the alumnae agreed the syllabus struck a good balance between theory and practice, though many were neutral or disagreed.

9. Usefulness of Prescribed Books (Q9):

- **Agree:** 50.8%
- **Neutral:** 23.8%
- **Strongly Agree:** 17.5%
- **Disagree:** 6.3%
- **Strongly Disagree:** 1.6%

Analysis: While most alumnae found the prescribed books useful, a significant portion were neutral, indicating there may be room for improvement.

10. Syllabus Support for Higher Studies (Q10):

- **Agree:** 46.0%
- **Neutral:** 33.3%
- **Strongly Agree:** 14.3%
- **Disagree:** 4.8%
- **Strongly Disagree:** 1.6%

Analysis: The majority felt the syllabus supported higher studies, though one-third of respondents were neutral.

Qualitative Feedback from Suggestions

1. **Curriculum Revision:**
 - Alumnae highlighted the need for curriculum updates, particularly to include more practical content.
 - Some mentioned the need for revising certain themes, such as the heavy focus on feminism in specific courses.
2. **Practical vs Theory Balance:**
 - A frequent suggestion was to increase the amount of practical content relative to theory, making the curriculum more application-oriented.
3. **Student Workload:**
 - Several alumnae pointed out that the workload was overwhelming, leading to burnout. They recommended making the course more manageable and student-friendly.
4. **Class Engagement:**
 - One suggestion was to focus more on direct class instruction rather than relying heavily on assignments.
5. **Internship and Career Preparation:**
 - Alumnae emphasized the importance of internships and career preparation through practical exposure.
6. **External Expert Engagement:**
 - Alumnae suggested organizing guest lectures from subject experts to provide a broader perspective.
7. **Syllabus Shortening:**
 - Suggestions included shortening the syllabus to make it more focused and easier to manage.
8. **Positive Feedback:**
 - Some alumnae expressed overall satisfaction, stating the curriculum was good and met their academic expectations.

Conclusion

The alumnae feedback shows overall satisfaction with the syllabus, particularly regarding employability, entrepreneurship support, and higher studies. However, areas like workload, balance between theory and practical content, and the need for curriculum updates emerged as key concerns. Incorporating more practical experiences, revising certain topics, and managing student workloads can further enhance the curriculum's effectiveness.

This report provides a detailed department-wise analysis of the feedback received from alumnae for the academic year 2022-23. The departments included in the analysis are **History, English, Commerce, Chemistry, Botany, Family and Community Science or Home Science (FCS), Mathematics, Computer Science, and Psychology**. The analysis focuses on key aspects of the syllabus, employability, academic flexibility, and more.

History

- **Syllabus Prescribed:** Alumnae from the History department agreed that the prescribed syllabus was appropriate for the course.
- **Cross-Discipline Comprehension:** Respondents felt that the syllabus helped them understand concepts from other disciplines.
- **Academic Flexibility:** Alumnae expressed satisfaction with the academic flexibility provided.
- **Promotes Employability:** The syllabus was viewed as supporting employability, although some respondents expressed a neutral stance.
- **Suggestions:** No specific suggestions were provided for curriculum changes, indicating general satisfaction.

English

- **Syllabus Prescribed:** The alumnae mostly agreed that the syllabus was appropriate, though some suggested a need for curriculum updates.
- **Cross-Discipline Comprehension:** The feedback was positive regarding the syllabus's ability to help them understand cross-disciplinary subjects.
- **Academic Flexibility:** Most alumnae agreed that academic flexibility was sufficient, although there were neutral responses indicating possible areas for improvement.
- **Promotes Employability:** While alumnae appreciated the employability focus, some expressed concerns over the balance between theory and practical aspects.
- **Suggestions:** Some alumnae felt the syllabus focused too heavily on feminism and suggested that the curriculum needed revision to include broader perspectives.

Commerce

- **Syllabus Prescribed:** Commerce alumnae were generally satisfied with the syllabus, agreeing that it was relevant and well-structured.
- **Cross-Discipline Comprehension:** There was positive feedback about the syllabus's ability to enhance cross-disciplinary knowledge.
- **Academic Flexibility:** Responses indicated that the department offered adequate flexibility in academic pursuits.
- **Promotes Employability:** Most alumnae agreed that the syllabus promoted employability, with no significant negative feedback.
- **Suggestions:** There were no major suggestions for improvements, showing overall contentment with the current structure.

Chemistry

- **Syllabus Prescribed:** Alumnae generally agreed that the syllabus was well-organized and met academic expectations.
- **Cross-Discipline Comprehension:** Responses reflected satisfaction with the syllabus's ability to support learning across different fields.
- **Academic Flexibility:** Alumnae expressed satisfaction with the academic flexibility offered, though a few responses were neutral.
- **Promotes Employability:** Most agreed that the syllabus provided adequate preparation for employment.
- **Suggestions:** Some alumnae called for updates to the curriculum to incorporate more practical applications and industry relevance.

Botany

- **Syllabus Prescribed:** Alumnae were generally satisfied with the syllabus, with no significant negative feedback.
- **Cross-Discipline Comprehension:** The feedback showed that the syllabus helped enhance understanding across disciplines.
- **Academic Flexibility:** Responses indicated satisfaction with the flexibility provided within the department's courses.
- **Promotes Employability:** Alumnae felt that the syllabus contributed to their career readiness.
- **Suggestions:** Some respondents suggested a greater emphasis on practical learning and internships.

Family and Community Science (FCS) / Home Science

- **Syllabus Prescribed:** Alumnae from the FCS/Home Science department generally agreed that the syllabus was appropriate.
- **Cross-Discipline Comprehension:** Positive feedback was received about the syllabus's ability to support cross-disciplinary learning.
- **Academic Flexibility:** Alumnae expressed satisfaction with the flexibility of the courses.
- **Promotes Employability:** There were positive responses regarding the syllabus's contribution to employability.
- **Suggestions:** Some alumnae suggested the need for more practical elements in the syllabus and improved connections with industry experts.

Mathematics

- **Syllabus Prescribed:** The alumnae agreed that the syllabus was well-structured and relevant.
- **Cross-Discipline Comprehension:** Responses reflected satisfaction with the support for learning across different disciplines.
- **Academic Flexibility:** There was overall agreement on the flexibility provided by the department's courses.
- **Promotes Employability:** The majority of alumnae felt the syllabus promoted employability, with no significant negative feedback.
- **Suggestions:** Alumnae suggested incorporating more practical applications into the curriculum to better prepare students for industry demands.

Computer Science

- **Syllabus Prescribed:** Alumnae from the Computer Science department were generally satisfied with the syllabus.
- **Cross-Discipline Comprehension:** Positive feedback was received regarding the syllabus's support for cross-disciplinary knowledge.
- **Academic Flexibility:** Responses indicated satisfaction with academic flexibility, although some alumnae felt improvements could be made.
- **Promotes Employability:** Most alumnae agreed that the syllabus helped enhance their employability.
- **Suggestions:** A recurring suggestion was to increase industry connections and provide more hands-on learning experiences.

Psychology

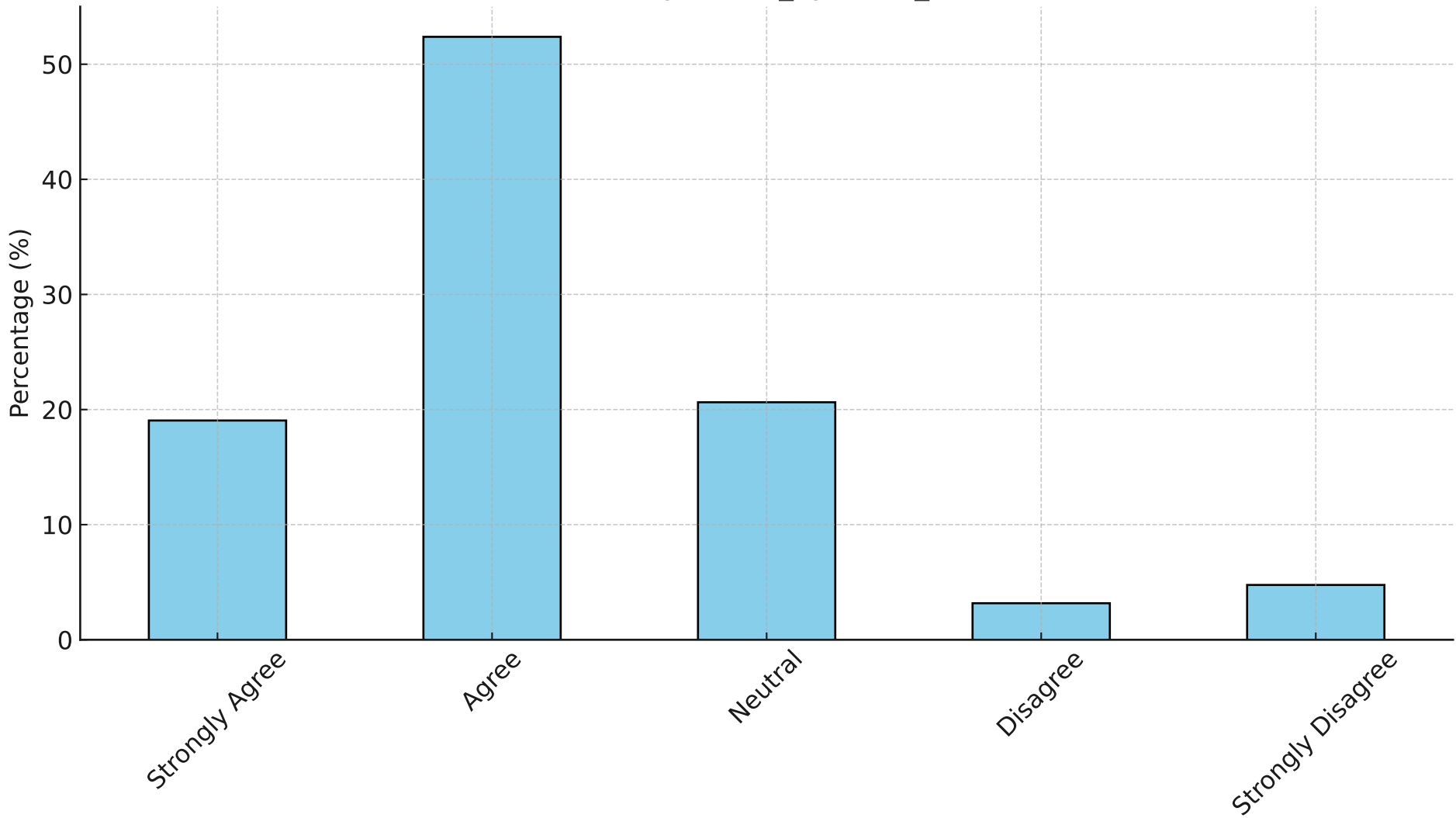
- **Syllabus Prescribed:** The feedback from Psychology alumnae indicated general satisfaction with the syllabus.

- **Cross-Discipline Comprehension:** Alumnae appreciated the syllabus's support for learning in related fields.
- **Academic Flexibility:** Positive feedback was received regarding the flexibility of the courses.
- **Promotes Employability:** Most alumnae agreed that the syllabus contributed to their employability.
- **Suggestions:** Alumnae suggested enhancing the curriculum by introducing more practical work and internships to better prepare students for careers in psychology.

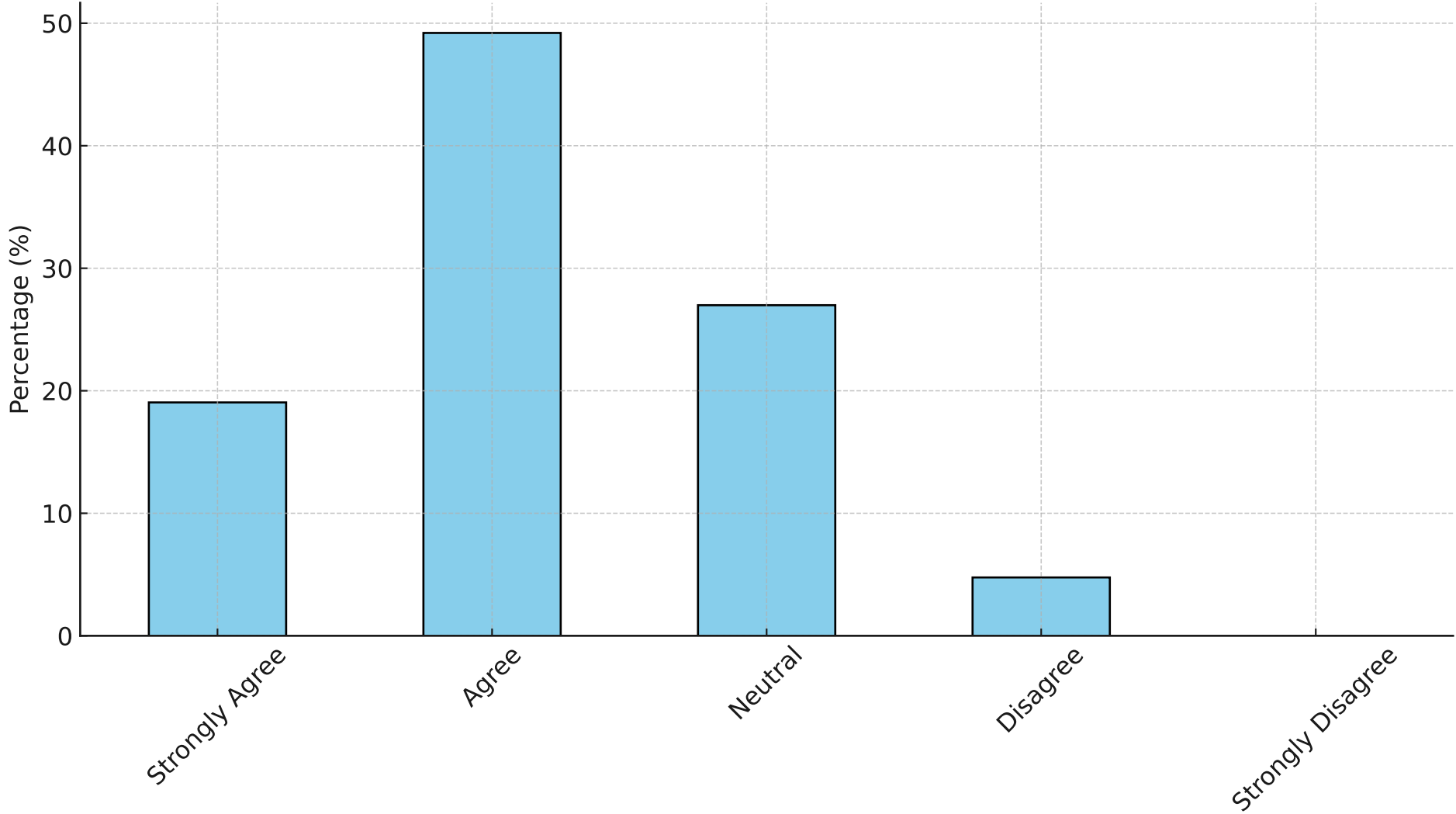
Conclusion

The department-wise feedback analysis reflects general satisfaction with the syllabi across most departments. Alumnae appreciated the employability focus, academic flexibility, and cross-disciplinary learning. However, key areas for improvement include incorporating more practical elements, updating the curriculum to reflect modern industry demands, and addressing concerns over student workload.

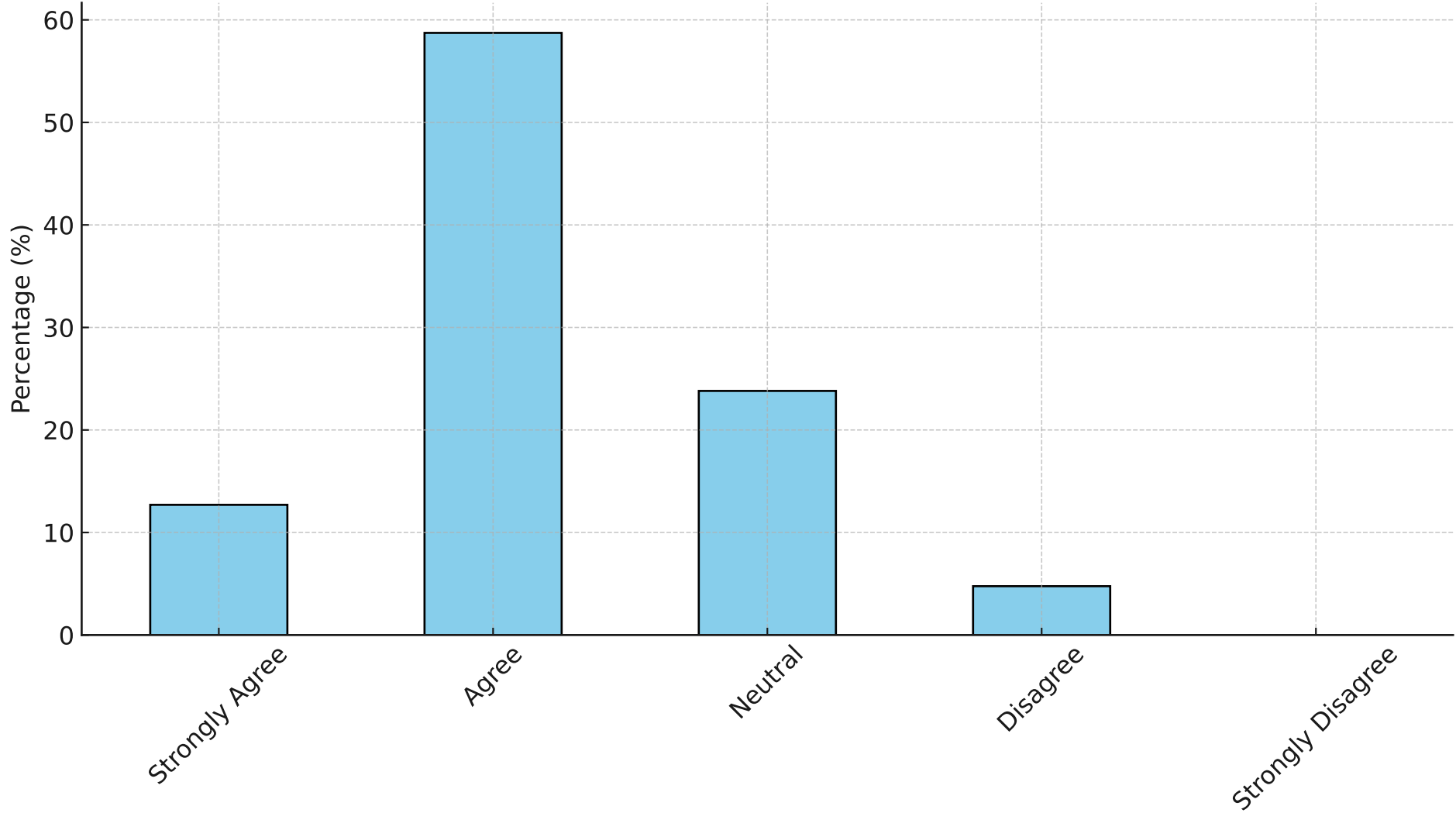
Feedback Analysis: Q1_Syllabus_Prescribed



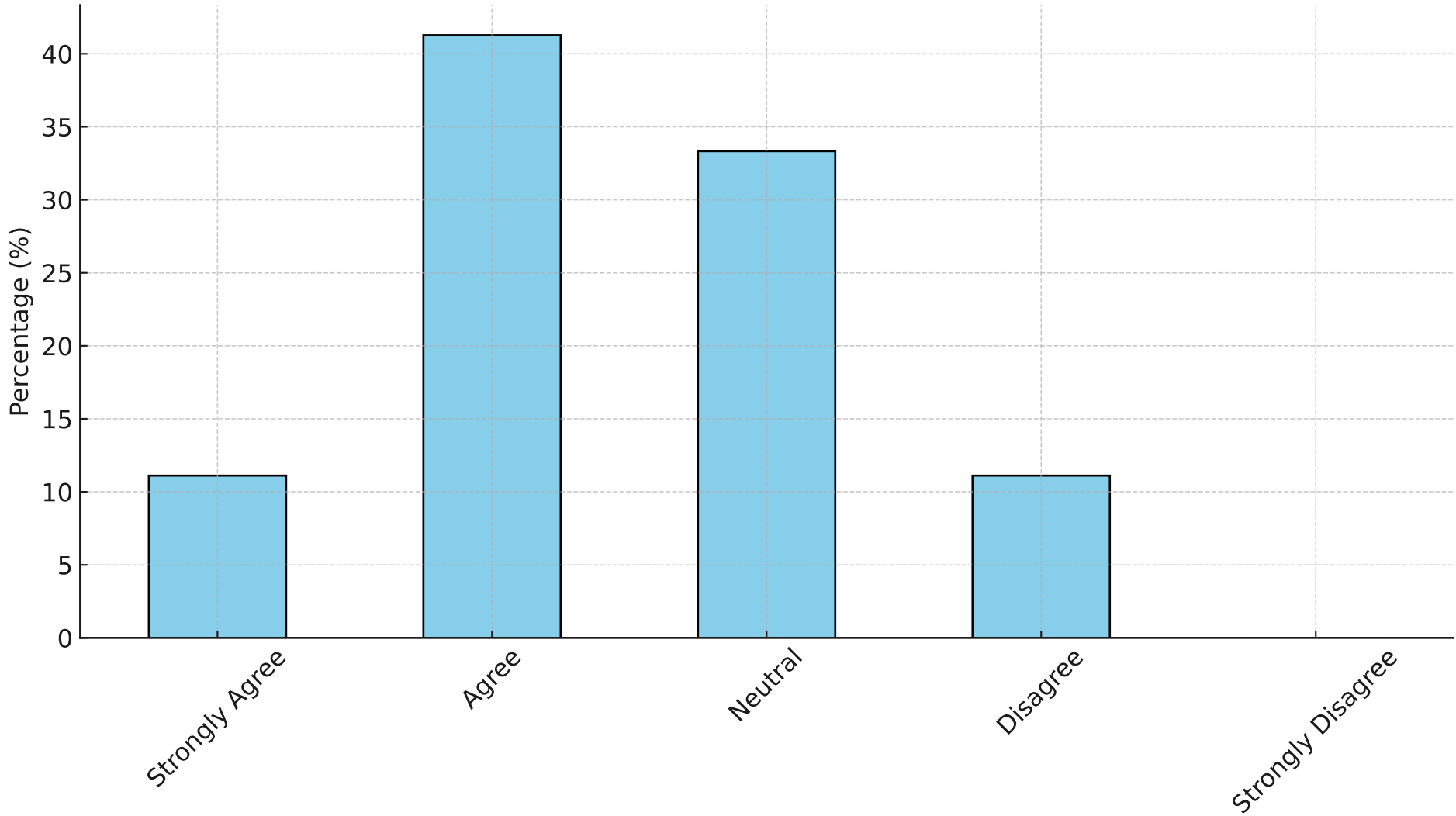
Feedback Analysis: Q2_Cross_Discipline_Comprehension



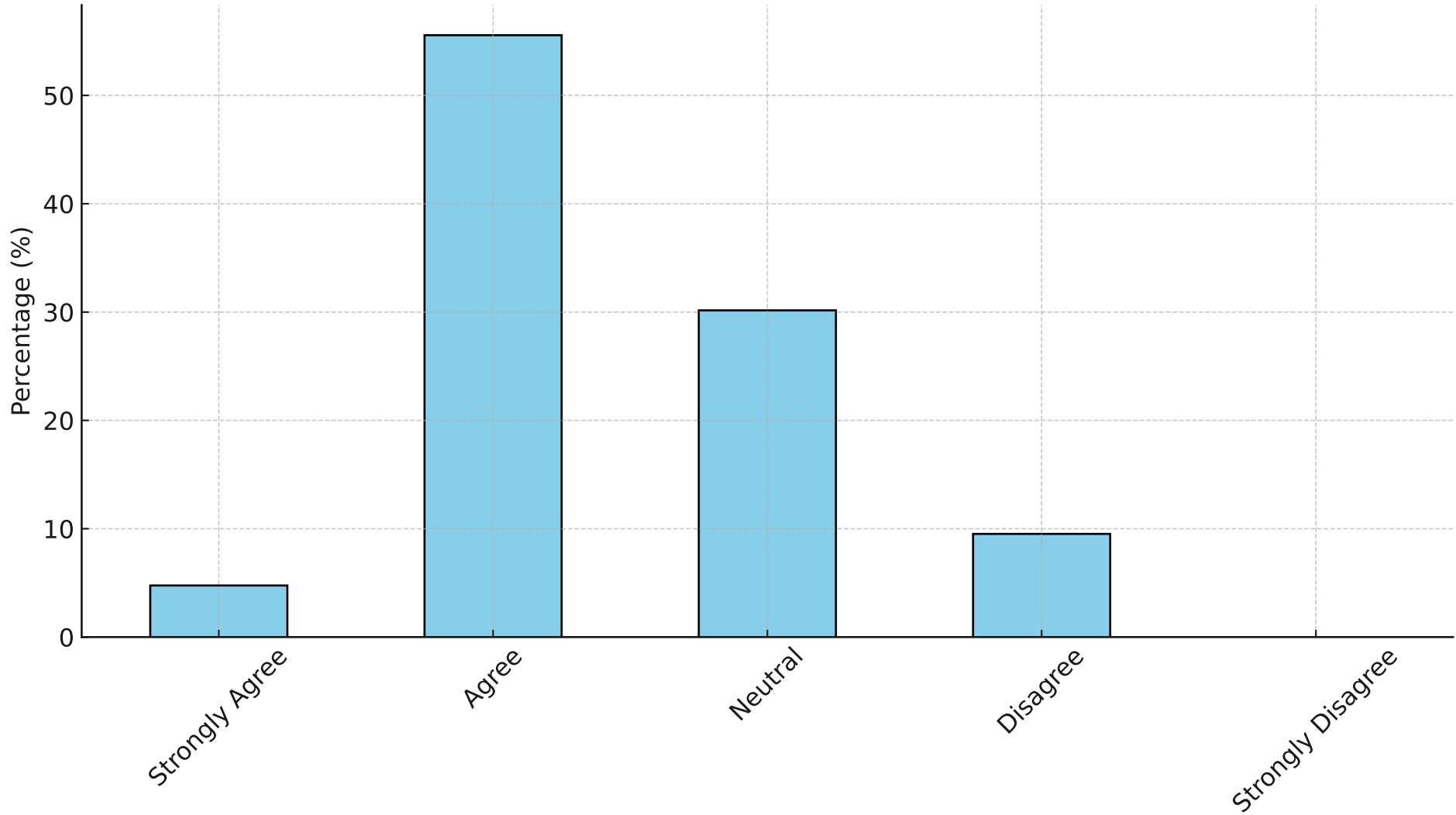
Feedback Analysis: Q3_Academic_Flexibility



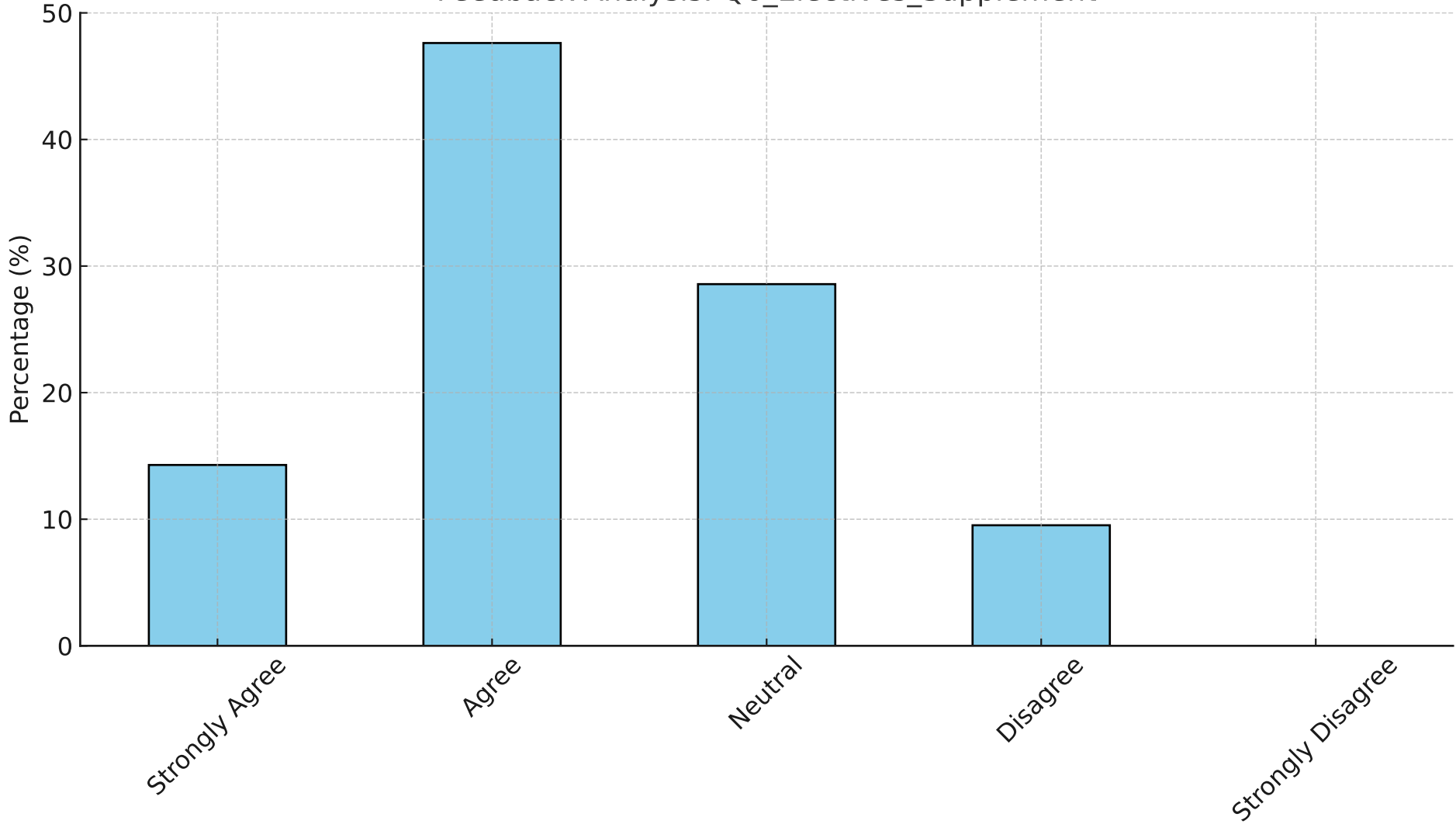
Feedback Analysis: Q4_Promotes_Employability



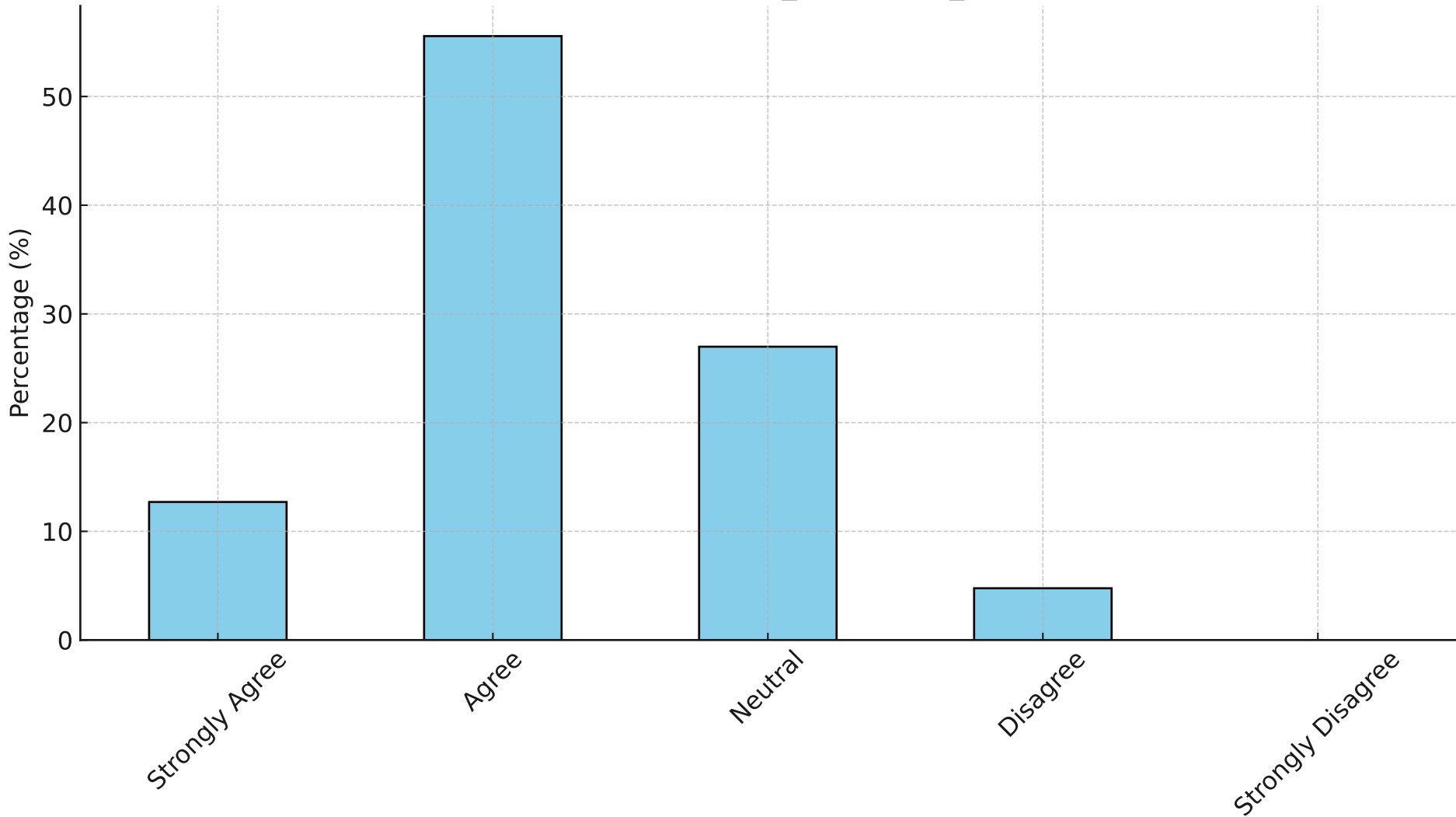
Feedback Analysis: Q5_Entrepreneurship_Support



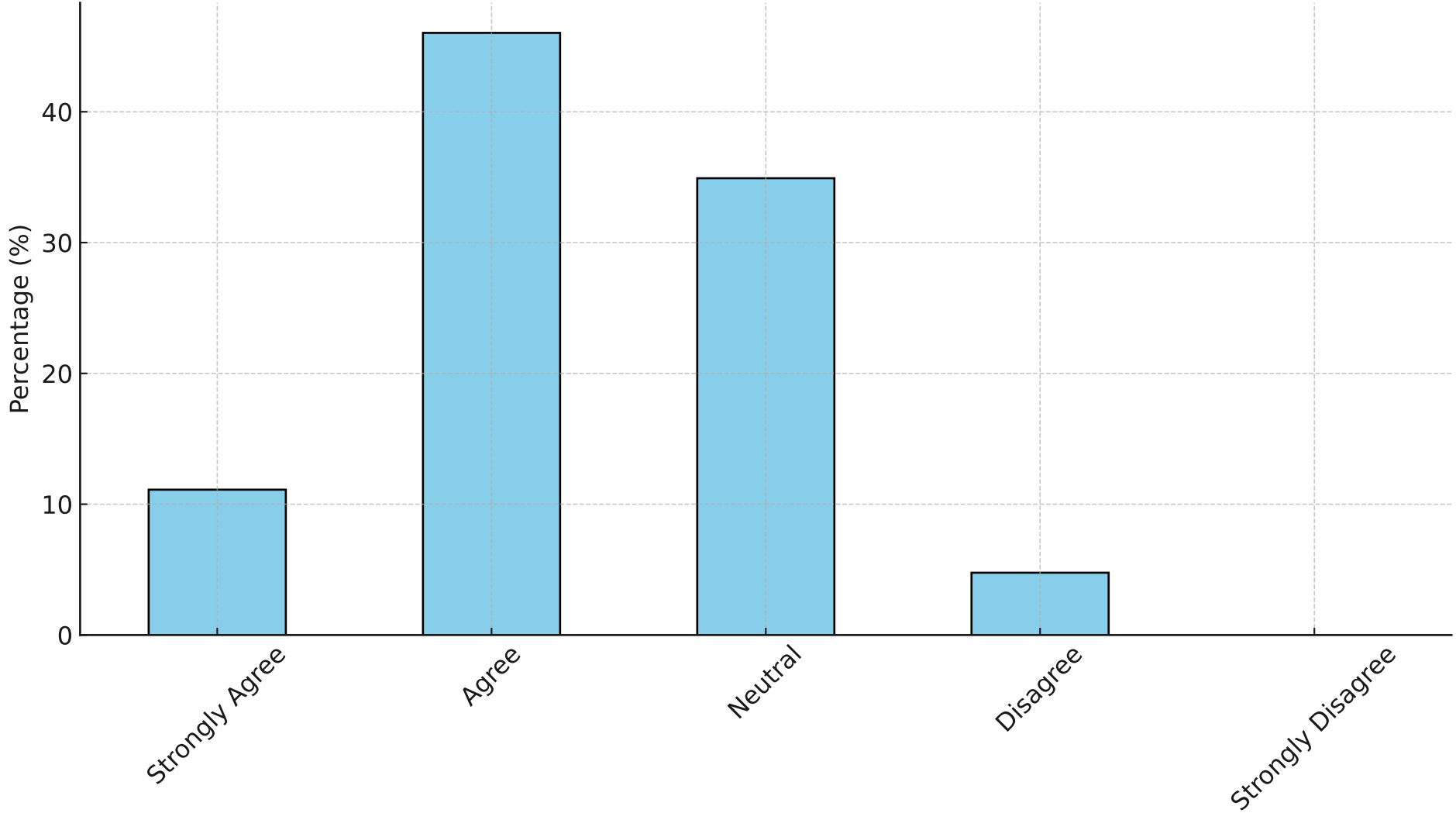
Feedback Analysis: Q6_Electives_Supplement



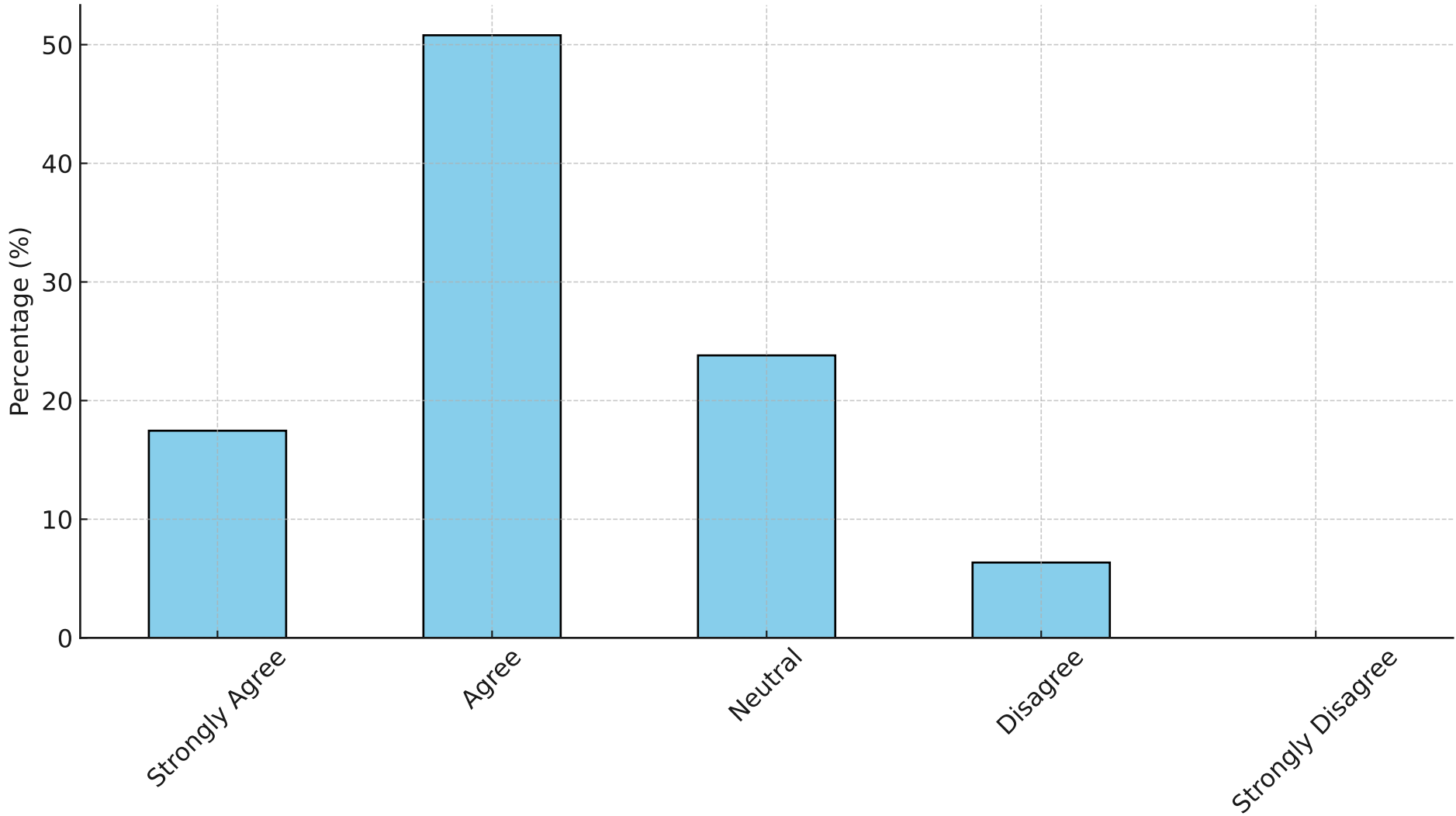
Feedback Analysis: Q7_Evaluation_Scheme



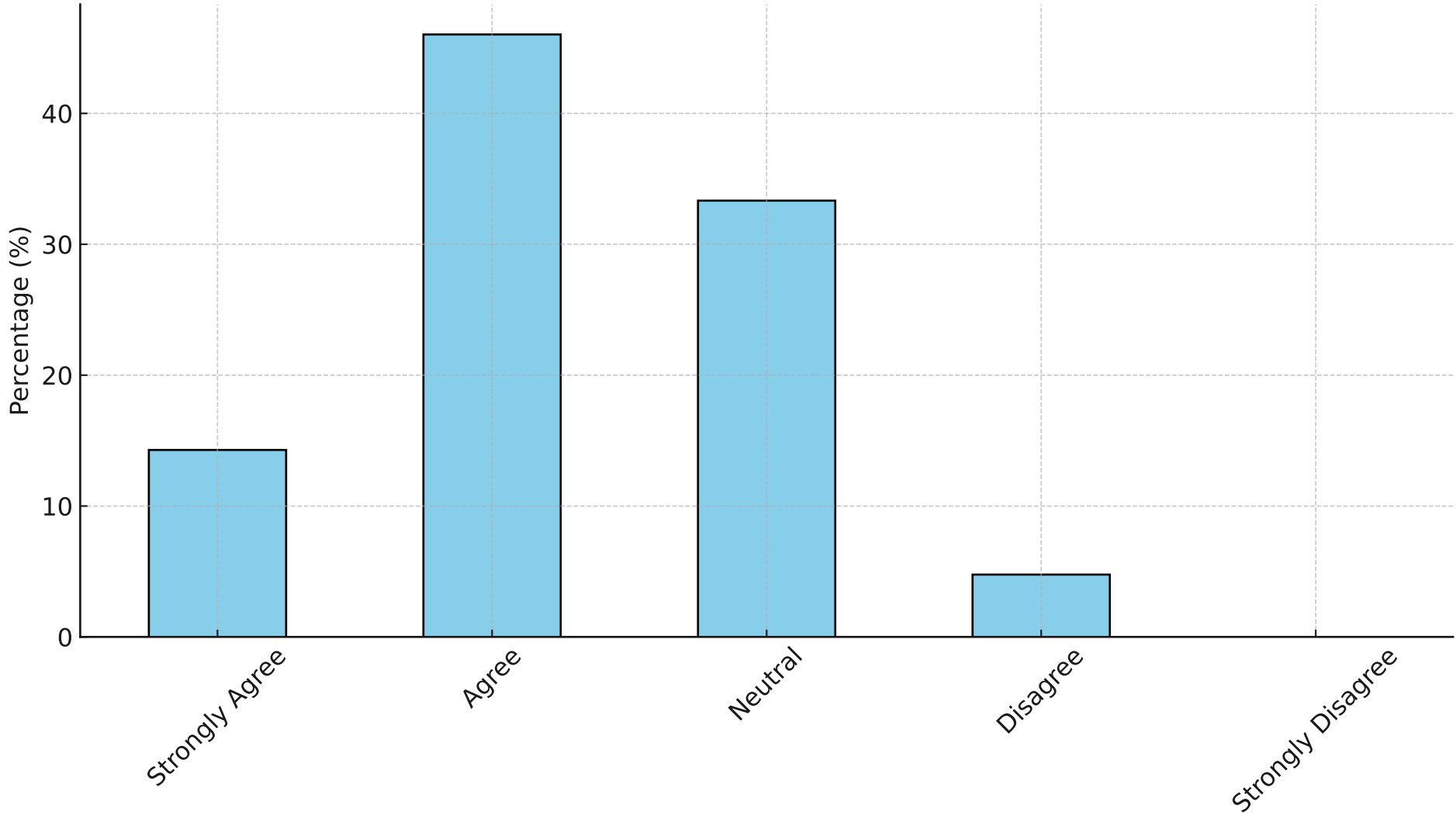
Feedback Analysis: Q8_Balance_Theory_Practical



Feedback Analysis: Q9_Prescribed_Books_Usefulness



Feedback Analysis: Q10_Helped_Higher_Studies



Analysis Report of Alumni Feedback (2021-2022)

Overview

This report evaluates the feedback provided by alumni regarding the syllabus and its relevance to academic and professional development. Responses were gathered across several questions, with a breakdown of how participants rated aspects such as syllabus content, flexibility, and practical application.

Key Findings:

- Syllabus Relevance (Question 1):**
 - **Agree:** 54.55% of alumni agreed that the syllabus was appropriate for their course.
 - **Neutral:** 30.77% had a neutral opinion.
 - **Disagree:** 6.29% disagreed, indicating dissatisfaction with the syllabus.
- Cross-Disciplinary Knowledge (Question 2):**
 - **Strongly Agree:** 10.53% strongly agreed that the syllabus helped them comprehend cross-disciplinary knowledge.
 - **Agree:** 51.75% found it satisfactory.
 - **Neutral:** 30.77% gave neutral feedback.
 - **Disagree:** 6.29% expressed dissatisfaction.
- Academic Flexibility (Question 3):**
 - **Agree:** 51.75% of respondents believed that the syllabus offered sufficient academic flexibility.
 - **Neutral:** 30.77% of alumni were neutral on this aspect.
 - **Disagree:** 6.29% disagreed, implying the curriculum could be more flexible.
- Promotion of Research and Skills (Question 4):**
 - **Agree:** 53.85% of alumni believed the syllabus helped promote research and skill development.
 - **Neutral:** 33.33% had neutral feedback.
 - **Disagree:** 7.69% of alumni disagreed, suggesting there is room for improvement.
- Electives and Supplementary Courses (Question 6):**
 - **Agree:** 53.85% of alumni were satisfied with the electives offered, believing they supplemented the core curriculum.
 - **Neutral:** 33.33% had a neutral stance.
 - **Disagree:** 7.69% found the electives unsatisfactory.
- Evaluation Scheme (Question 7):**
 - **Agree:** 53.85% of respondents believed the evaluation scheme was well-designed to assess their knowledge.
 - **Neutral:** 30.77% felt neutral towards the evaluation scheme.
 - **Disagree:** 7.69% expressed dissatisfaction with the evaluation methods.
- Balance between Theory and Practice (Question 8):**
 - **Agree:** 53.85% of alumni agreed that the syllabus had a good balance between theory and practical knowledge.
 - **Neutral:** 30.77% were neutral.
 - **Disagree:** 7.69% found the balance inadequate.
- Relevance of Prescribed Books (Question 9):**
 - **Agree:** 53.85% found the prescribed books relevant and appropriate for the course.
 - **Neutral:** 30.77% gave neutral feedback.
 - **Disagree:** 7.69% did not find the books relevant.
- Impact on Career (Question 10):**
 - **Agree:** 54.55% of alumni agreed that the syllabus directly helped in pursuing their current career.
 - **Neutral:** 30.77% had neutral feedback.

- **Disagree:** 6.29% did not find the syllabus helpful for their career.

Suggestions for Curriculum Improvement (Question 11):

- 18.75% of alumni provided general suggestions like updating the syllabus to meet current industry trends and including more practical, career-oriented subjects.
- 3.12% mentioned the need for more value-based education and social subjects to be included.
- 6.25% of respondents emphasized reducing theory-based learning and introducing more practical applications in the syllabus.

Conclusion:

Overall, alumni feedback reflects a positive response to the syllabus, particularly in areas of research promotion, flexibility, and its impact on career development. However, areas such as elective courses, practical application, and the evaluation system offer opportunities for improvement. Incorporating these changes can ensure that the curriculum better meets the evolving needs of students and industry standards.

Department-wise Analysis Report

1. Department of Botany

- **Syllabus Relevance:** 75% of respondents felt neutral about the syllabus' ability to support overall development, while 25% agreed that it was well-designed.
- **Cross-cutting Issues:** 75% agreed that the syllabus helped them understand issues like gender equality, sustainability, and ethics.
- **Books & Resources:** 50% of alumni found the prescribed books relevant and practical, while 25% disagreed, suggesting that some improvements could be made.
- **Career Relevance:** 75% of respondents disagreed that the syllabus directly helped them in pursuing their current career, with only 25% agreeing. This indicates a significant gap between the syllabus and career support.

2. Department of Commerce

- **Syllabus Relevance:** 100% of respondents from the Commerce department agreed that the syllabus was designed to boost overall development, reflecting strong satisfaction in this area.
- **Cross-cutting Issues:** Similarly, 100% of respondents felt that the syllabus helped them understand broader societal and ethical issues.
- **Entrepreneurship Promotion:** Alumni agreed that the syllabus helped promote entrepreneurship and startups, making this a key strength for the department.
- **Books & Resources:** Alumni gave positive feedback about the prescribed books, showing satisfaction with the resources provided.
- **Career Relevance:** 100% of alumni agreed that the syllabus was directly useful for their career, demonstrating a strong alignment between the curriculum and career development.

3. Department of Mathematics

- **Syllabus Relevance:** 80% of respondents agreed that the syllabus boosted their overall development, with 20% remaining neutral.
- **Cross-cutting Issues:** Alumni feedback indicated positive satisfaction (80% agreed) on understanding critical issues like gender equality and sustainability, although 20% felt neutral.
- **Academic Flexibility:** Feedback was overwhelmingly positive, with 100% of respondents agreeing that the syllabus provided academic flexibility.
- **Books & Resources:** 60% of respondents agreed that the prescribed books were relevant, while 40% expressed neutral feelings.

- **Career Relevance:** 100% of respondents agreed that the syllabus directly helped in pursuing their present careers, indicating strong career alignment.

4. Department of English

- **Syllabus Relevance:** Alumni from the English department provided mixed feedback, with 60% agreeing that the syllabus was designed well, while 40% had neutral feelings.
- **Cross-cutting Issues:** 60% of alumni agreed that the syllabus helped them understand cross-disciplinary issues, but 40% remained neutral.
- **Entrepreneurship Promotion:** Feedback on entrepreneurship promotion was generally positive, with most respondents agreeing that the syllabus encouraged such initiatives.
- **Books & Resources:** 50% of respondents found the prescribed books relevant, while the remaining 50% felt neutral.
- **Career Relevance:** 60% of alumni agreed that the syllabus helped them in their careers, but 40% had neutral views, indicating room for improvement.

5. Department of History

- **Syllabus Relevance:** Alumni in the History department had mixed views, with 50% agreeing on the relevance of the syllabus and 50% remaining neutral.
- **Cross-cutting Issues:** 60% of alumni agreed that the syllabus helped them engage with broader social and ethical issues.
- **Books & Resources:** 50% of respondents found the books relevant and helpful, while 50% remained neutral.
- **Career Relevance:** 60% of alumni agreed that the syllabus helped them pursue their careers, with 40% remaining neutral.

6. Department of Chemistry

- **Syllabus Relevance:** 70% of alumni agreed that the syllabus was well-designed for overall development, while 30% remained neutral.
- **Cross-cutting Issues:** Alumni were generally positive, with 70% agreeing that the syllabus helped them understand gender equality, sustainability, and ethics.
- **Entrepreneurship Promotion:** Alumni feedback indicated that the syllabus had a positive impact on promoting entrepreneurship, with strong agreement from most respondents.
- **Books & Resources:** 60% of alumni found the prescribed books relevant, with 40% remaining neutral.
- **Career Relevance:** 80% of alumni agreed that the syllabus was directly helpful for their careers, while 20% had neutral feelings.

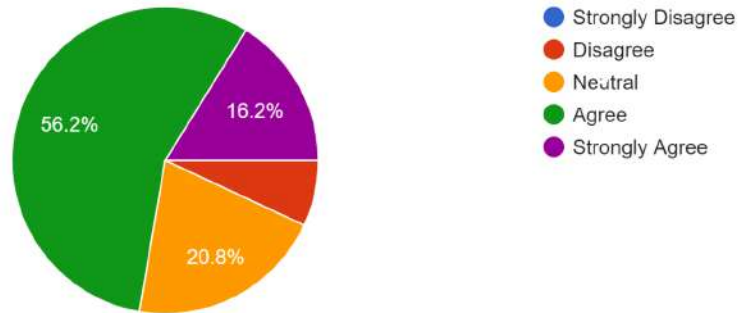
Key Takeaways:

1. **Career Relevance:** Departments like **Commerce** and **Mathematics** showed strong alignment between the syllabus and career outcomes, while **Botany** had room for improvement, with many respondents expressing dissatisfaction with the career relevance of the syllabus.
2. **Syllabus Design:** Most departments received positive feedback on the syllabus design, especially in **Commerce**, **Mathematics**, and **Chemistry**, where a large percentage of alumni agreed that the syllabus boosted overall development.
3. **Books & Resources:** Feedback was generally positive, though some departments, such as **English** and **History**, received mixed reviews, indicating a potential need to update or expand the prescribed reading materials.
4. **Cross-cutting Issues:** Alumni generally felt that the syllabus addressed important societal issues, especially in departments like **Commerce** and **Mathematics**.

FEEDBACK FROM ALUMNAE

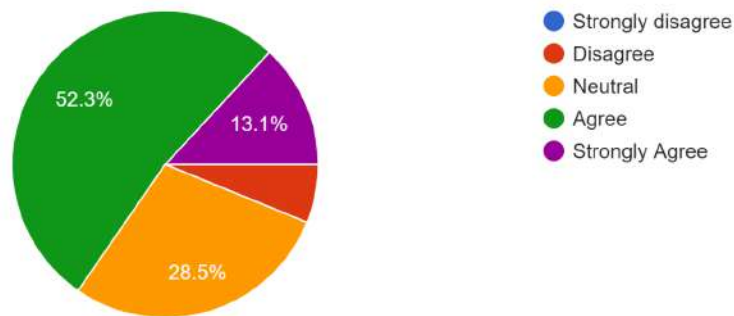
1. The prescribed syllabus for the course had been designed to boost the over all development of a student.

130 responses



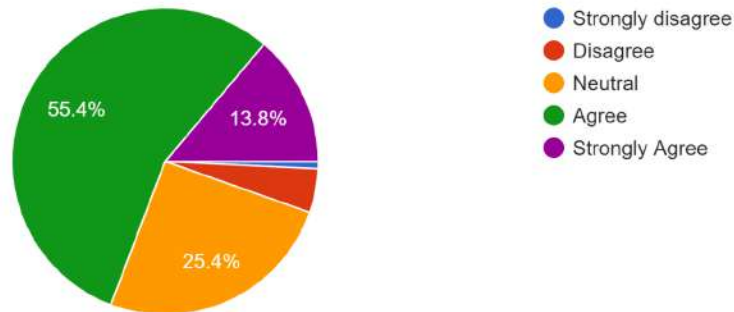
2. The syllabus helped to comprehend the cross cutting issues like gender equality, environment and sustainability and ethics and values.

130 responses



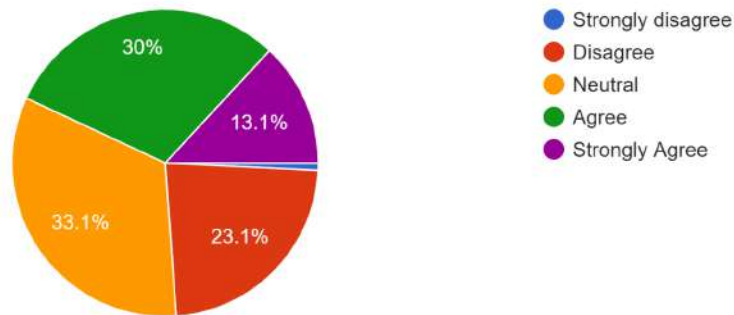
3. The academic flexibility helped in pursuing inter disciplinary areas as a career choice.

130 responses



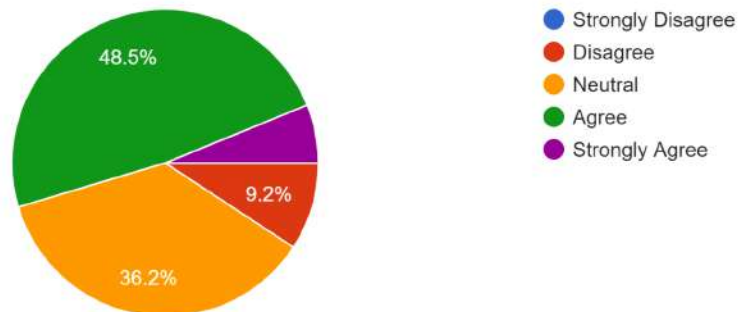
4. The syllabus has directly helped to promote entrepreneurship and start ups.

130 responses



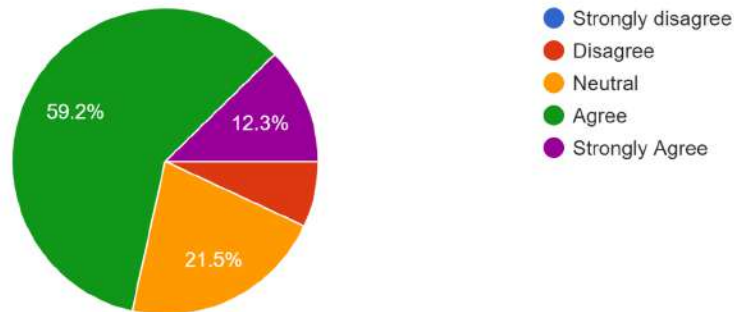
5. The syllabus was outcome based.

130 responses



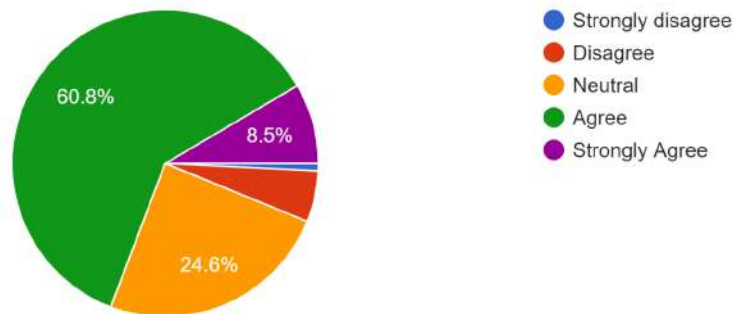
6. The electives offered had supplemented for various career options.

130 responses



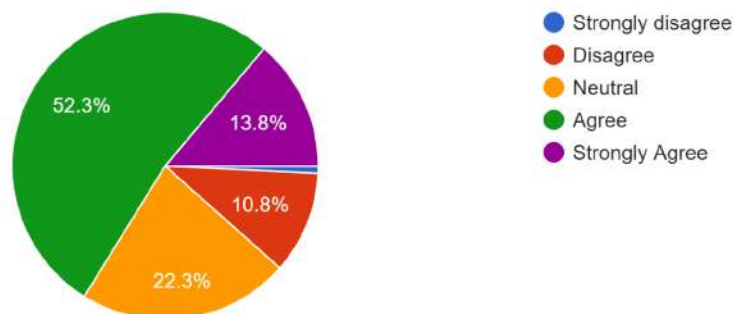
7. The evaluation scheme designed through the syllabus had been helpful in real time quality assessment.

130 responses



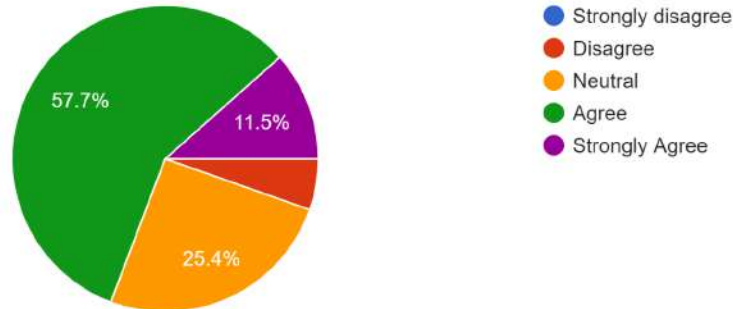
8. The syllabus had a good balance between theory and practical realms.

130 responses



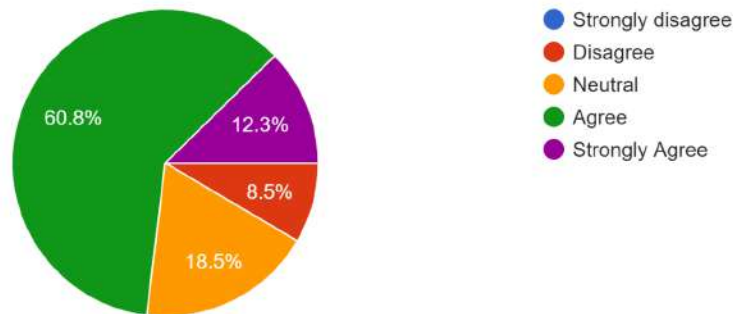
9. The prescribed books for the syllabus had been relevant and appropriate considering the practicality in the social circle.

130 responses



10. The syllabus offered had directly helped in pursuing the present career.

130 responses



Suggestions

- For BA English, complimentary papers can be changed from world history to mass communication or media related papers.
- We need to include extra value based and career based syllabus..
- Social value subjects should be include
- The syllabus for a course must be included the social sustainability and values
- Nothing
-
- Uptodate curriculum planning
- No suggestions
- The syllabus should be updated as per the current trends and requirements.

- Nit**
- No suggestions**
- Nothing**
- Good**
- Must be improved for making students best**
- Bring syllabus to enhance career safety and job opportunityalso promote women's empowerment**
- Nice College**
- Avoid bookish study**

Analysis Report on Alumni Feedback 2020-21

Introduction:

The feedback gathered from the alumni of K.A.H.M. Unity Women's College, Manjeri, focuses on various aspects of the curriculum, ranging from its overall structure to how effectively it supports students in academic and professional development. The responses reflect the opinions of alumni from different departments and years, offering a broad overview of their experience with the curriculum.

1. Prescribed Syllabus Adequacy:

The first question sought to determine whether the prescribed syllabus for the course was adequate in covering necessary academic content.

- **Positive Feedback:** A significant portion of the alumni agreed or strongly agreed that the syllabus was adequate in terms of covering the required subject material. Alumni appreciated the fact that the syllabus provided a clear foundation in their respective fields. The majority of respondents felt the syllabus content was relevant and up-to-date.
- **Neutral/Negative Feedback:** A few respondents marked neutral or slightly negative responses. Some feedback indicates that while the syllabus covered essential aspects, it could have been more comprehensive in areas like interdisciplinary topics or advanced research methods.

This feedback suggests that, while the curriculum largely succeeded in fulfilling its academic aims, there remains room for enhancement, particularly in expanding the range of topics or depth in certain areas.

2. Understanding of Cross-Disciplinary Subjects:

The next question explored how well the syllabus helped alumni comprehend cross-disciplinary topics, encouraging a broader academic perspective.

- **Agreement:** Most alumni agreed that the curriculum helped them understand cross-disciplinary topics, which contributed to their overall academic growth. Several alumni appreciated the opportunity to connect their core subjects with related fields, enhancing their interdisciplinary knowledge.
- **Neutral Response:** A few neutral responses indicated that while the syllabus provided a foundation, there could have been more integration between different subjects to encourage a truly cross-disciplinary approach.

3. Academic Flexibility:

Flexibility within the curriculum, particularly regarding elective subjects and interdisciplinary learning, was another important aspect addressed in the feedback.

- **Consensus on Flexibility:** The majority of respondents agreed that the curriculum offered them sufficient flexibility in selecting elective subjects and pursuing their interdisciplinary interests. This flexibility allowed students to customise their academic journey according to their career goals or interests.
- **Neutral/Improvement Suggestions:** Some alumni, however, expressed a neutral opinion, implying that more variety in elective subjects or greater freedom to explore other academic areas could further improve the academic experience.

4. Outcome-Based Education:

The syllabus's focus on outcome-based learning, ensuring that students are evaluated based on defined educational outcomes, was a key theme of the feedback.

- **Positive Feedback:** A large majority of the alumni felt that the syllabus was indeed outcome-based, helping them achieve clear learning goals. This structured approach prepared them well for higher education or professional careers, particularly by emphasising measurable achievements throughout their studies.
- **Disagreement/Neutrality:** A smaller group expressed dissatisfaction, suggesting that while the syllabus was structured, it might not have fully prepared them for practical, real-world challenges. These respondents felt that the curriculum could have better addressed practical applications of theoretical knowledge.

5. Promotion of Professional and Personal Growth:

The alumni were asked whether the syllabus helped in their overall personal and professional growth.

- **Strong Positive Response:** Many respondents felt that the syllabus effectively contributed to their professional development. Alumni appreciated the practical aspects of their education, such as seminars, assignments, and projects, which helped them develop skills relevant to their careers.
- **Neutral/Areas for Improvement:** Some alumni expressed neutrality, noting that while the syllabus offered academic knowledge, it could have incorporated more experiential learning opportunities, like internships or workshops, to further enhance professional readiness.

6. Evaluation Scheme:

The feedback also covered the syllabus's evaluation scheme and whether it fairly assessed students' academic progress.

- **Positive Consensus:** Most alumni agreed that the evaluation process was fair and balanced, incorporating both theoretical and practical assessments. They felt that internal assessments, assignments, and exams allowed them to demonstrate their understanding comprehensively.
- **Suggestions for Improvement:** A few respondents felt that the evaluation process could benefit from more diverse forms of assessment, particularly methods that emphasised practical skills or project-based learning.

7. Balance Between Theory and Practical Learning:

Striking a balance between theory and practical applications is essential for comprehensive education, and alumni were asked to reflect on this aspect of the curriculum.

- **General Satisfaction:** The majority of alumni felt that the curriculum successfully balanced theory with practical learning. Science courses, in particular, were noted for their effective integration of laboratory work and theoretical concepts.
- **Neutral/Negative Feedback:** Some respondents suggested that while theoretical knowledge was strong, the curriculum could incorporate more hands-on experience. This was particularly evident in areas like internships or industry exposure, where some alumni felt more emphasis could have been placed on real-world applications.

8. Quality of Prescribed Resources:

The quality of the prescribed books and resources provided during the course was also evaluated by alumni.

- **Positive Feedback:** Many respondents appreciated the quality of the prescribed reading materials, noting that they were comprehensive and up-to-date with current academic standards. Alumni from various departments commented that the textbooks and reference materials were beneficial for both academic learning and professional preparation.
- **Neutral Suggestions:** Some alumni suggested that more digital resources or supplementary materials could have enhanced their learning experience, particularly in a fast-evolving academic environment where access to diverse sources of information is essential.

9. Support for Higher Education and Research:

Alumni feedback also covered whether the curriculum provided a strong foundation for pursuing higher education or research.

- **Supportive Feedback:** Many alumni who went on to pursue postgraduate education or research expressed satisfaction with the syllabus, highlighting that it provided a strong academic foundation for further studies. Respondents from research-intensive fields like science were especially appreciative of the solid groundwork laid by the syllabus.
- **Neutral/Negative Feedback:** Some alumni felt that while the curriculum supported higher education, it could have placed greater emphasis on research skills, offering more electives focused on research methodologies or practical research opportunities.

Conclusion:

The alumni feedback presents a generally positive view of the curriculum at K.A.H.M. Unity Women's College, Manjeri. Most alumni feel that the syllabus was adequate in terms of covering essential subjects and promoting their academic and professional growth. While there are areas for improvement, particularly in the integration of practical experience and interdisciplinary topics, the overall feedback suggests that the curriculum successfully equipped students for higher education and career development.

Department-Wise Analysis Report on Alumni Feedback

Introduction:

This department-wise analysis is based on feedback from alumni of K.A.H.M. Unity Women's College, Manjeri. It covers multiple departments, evaluating key aspects of the curriculum, including syllabus adequacy, cross-disciplinary learning, academic flexibility, and support for research and higher education. The analysis highlights both strengths and areas for improvement across each department.

1. Botany Department

Syllabus Adequacy: The feedback from Botany alumni was largely positive, with most agreeing that the syllabus was adequate. However, there was a lack of strong positive responses, indicating that while it met basic expectations, there is room for improvement in making the curriculum more engaging or comprehensive.

Cross-Disciplinary Learning: There was limited feedback regarding cross-disciplinary elements, suggesting that more focus could be placed on integrating Botany with other related fields to enhance interdisciplinary learning.

Outcome-Based Learning: The alumni expressed satisfaction with the outcome-based approach, though it was not overwhelmingly positive, indicating that improvements could be made to align learning outcomes with industry or research needs.

2. Chemistry Department

Syllabus Adequacy: Chemistry alumni had a diverse range of responses. While many agreed the syllabus was adequate, a notable number provided neutral feedback, suggesting that the syllabus might need updates or further depth in certain areas to fully meet academic or industry standards.

Cross-Disciplinary Learning: Alumni expressed satisfaction with the cross-disciplinary nature of the syllabus, indicating that Chemistry students were able to relate their subject to broader fields, which enhances their overall academic experience.

Outcome-Based Learning and Research Support: Chemistry received positive feedback for its outcome-based education and support for research. Alumni felt that the syllabus effectively prepared them for higher education or professional research, positioning Chemistry as one of the stronger departments in this regard.

3. Commerce Department

Syllabus Adequacy: The Commerce department received a mix of responses. While many alumni agreed that the syllabus was adequate, several gave neutral or slightly negative feedback, suggesting that the curriculum could improve in areas such as practical applications or industry relevance.

Cross-Disciplinary Learning: Alumni from Commerce were generally positive about the syllabus helping them understand cross-disciplinary subjects, which is essential for commerce students. The integration of other fields like economics or business management was appreciated.

Research Support: The department showed some areas for improvement in terms of research support. While some alumni felt the syllabus provided a foundation for research, others expressed neutral responses, indicating the need for more focus on research-based learning or practical projects.

4. Computer Science Department

Syllabus Adequacy: Feedback from Computer Science was relatively neutral. While alumni felt the syllabus was adequate, there was a lack of strong agreement, which suggests that the department could benefit from updating the curriculum to match the fast-paced developments in technology and industry standards.

Cross-Disciplinary Learning: There was minimal feedback on cross-disciplinary elements, indicating a potential area for improvement. Incorporating more cross-disciplinary subjects such as data science, AI, or business applications could enhance the curriculum.

Research and Higher Education Support: Computer Science alumni did not express strong opinions on research support, which suggests that the department may need to offer more opportunities for students to engage in research or practical projects that align with the rapidly evolving field of technology.

5. English Department

Syllabus Adequacy: English department alumni were generally positive about the adequacy of the syllabus. Many agreed or strongly agreed that the curriculum was comprehensive and helped them build a solid understanding of their subject.

Cross-Disciplinary Learning: There was a strong consensus that the English syllabus supported cross-disciplinary learning, which is important in a field that often overlaps with cultural studies, history, and philosophy. This aspect of the curriculum was well appreciated by alumni.

Support for Research and Higher Education: Alumni expressed satisfaction with the support for research and higher education provided by the syllabus. The curriculum successfully laid a foundation for further academic pursuits, making English one of the stronger departments in preparing students for research-based careers.

6. History Department

Syllabus Adequacy: The History department received positive feedback regarding the adequacy of the syllabus. Most alumni agreed that the curriculum was well-structured and provided a thorough understanding of historical concepts. However, some neutral responses suggest that the syllabus could benefit from updates or more in-depth coverage of certain historical periods or themes.

Cross-Disciplinary Learning: History alumni expressed satisfaction with the cross-disciplinary nature of their studies. The curriculum's integration of other fields such as political science, sociology, and cultural studies was appreciated, providing a well-rounded academic experience.

Research and Higher Education Support: The alumni felt that the History syllabus supported their pursuit of research and higher education. The inclusion of research methodologies and opportunities to engage in historical research projects helped prepare them for advanced academic work in the field of history.

7. Family and Community Science (FCS) Department

Syllabus Adequacy: The FCS department received a mix of responses. While some alumni agreed that the syllabus was adequate, others expressed neutral or slightly negative feedback, suggesting that there may be gaps in the curriculum, particularly in terms of practical applications or real-world relevance.

Cross-Disciplinary Learning: FCS alumni were generally positive about the cross-disciplinary nature of the syllabus. The integration of subjects such as nutrition, psychology, and social sciences enriched the curriculum, helping students relate their core subjects to broader social contexts.

Outcome-Based Learning and Growth: The feedback from FCS alumni indicates that the curriculum did contribute to their personal and professional growth. However, there was a lack of strong agreement, which suggests that the department could further enhance the outcome-based learning approach, especially in terms of practical applications and career readiness.

8. Mathematics Department

Syllabus Adequacy: Alumni from the Mathematics department generally agreed that the syllabus was adequate. However, similar to some other departments, there were neutral responses, suggesting that while the core content was strong, certain areas could be improved or updated. Alumni may have expected a broader range of advanced topics or more applied mathematics to meet industry or academic research demands.

Cross-Disciplinary Learning: The feedback from Mathematics alumni indicated that the cross-disciplinary aspects of the curriculum could be strengthened. While mathematics inherently supports many fields such as engineering, economics, and technology, there was less feedback indicating strong integration of these disciplines within the syllabus.

Outcome-Based Learning and Growth: Alumni agreed that the curriculum followed an outcome-based approach. However, there was a lack of strong positive feedback, which may suggest that while the curriculum did focus on clear learning objectives, more emphasis could be placed on practical applications, such as real-world problem solving, data analysis, or interdisciplinary research.

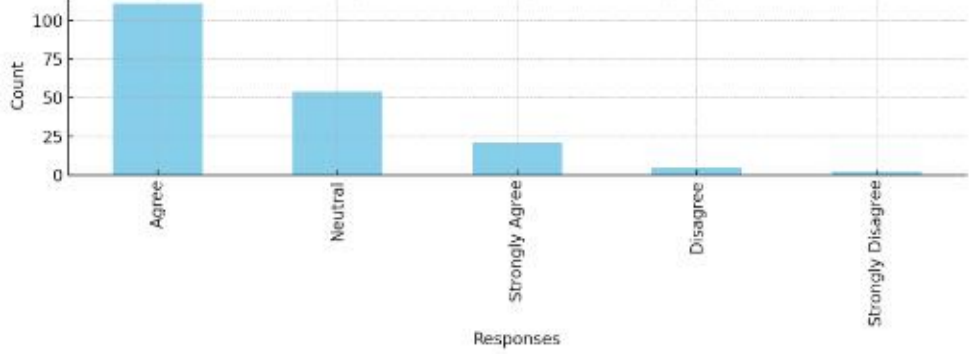
Support for Research and Higher Education: Mathematics alumni generally felt supported in their pursuit of higher education, though some responses indicated neutrality. This suggests that while the curriculum provided a foundation for academic growth, offering more research opportunities or electives focusing on modern mathematical applications could enhance the department's ability to prepare students for further studies or professional careers.

Conclusion:

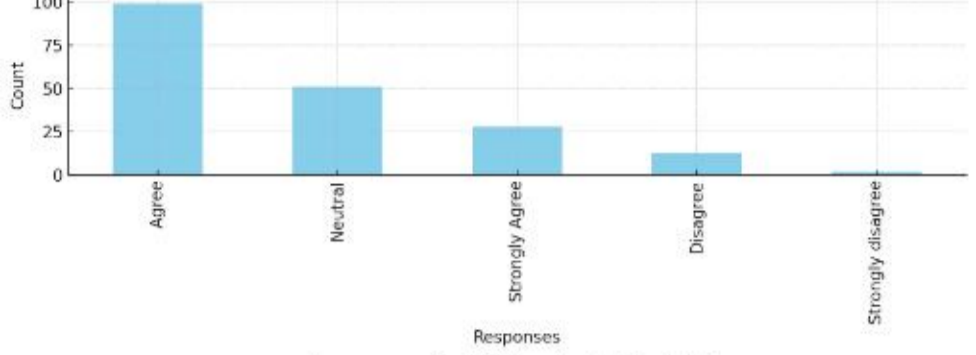
The department-wise analysis of alumni feedback from K.A.H.M. Unity Women's College reveals both strengths and areas for improvement across different departments:

1. **Chemistry and English departments** stood out for their support for research and higher education, as well as positive feedback on cross-disciplinary learning.
2. **Commerce, Botany, and FCS departments** had more neutral responses, indicating the need for improvements in syllabus adequacy, practical applications, and research support.
3. **History** received strong positive feedback in terms of cross-disciplinary learning and research opportunities, positioning it as a department with a well-rounded curriculum.
4. **Computer Science** alumni provided relatively neutral feedback, suggesting that the curriculum may need updating to keep pace with technological advancements and industry needs.

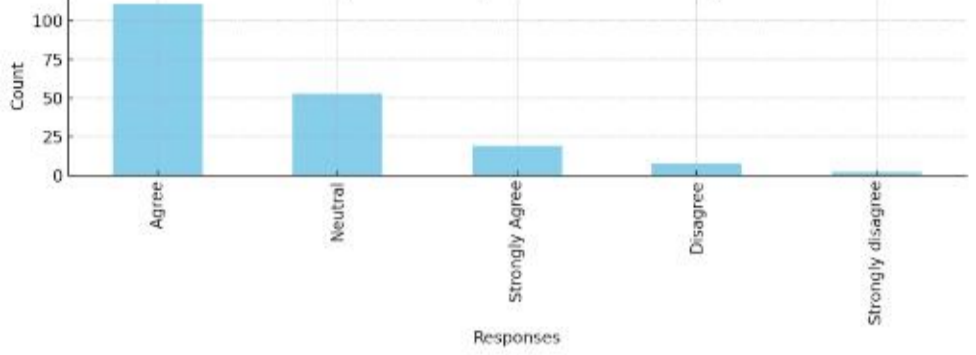
Responses for Q1 Syllabus Adequacy



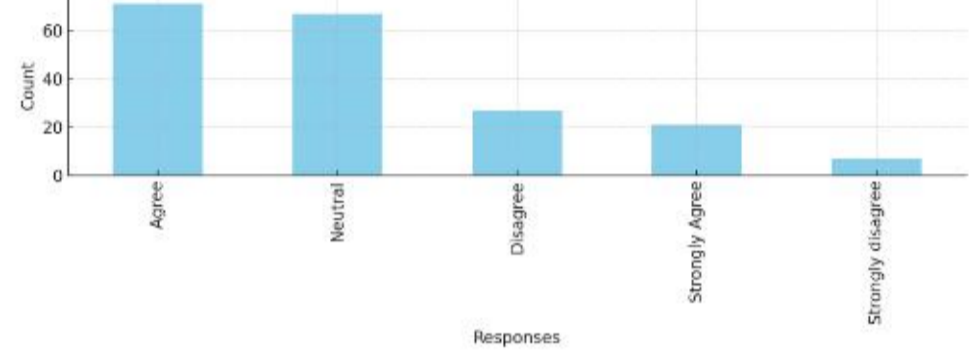
Responses for Q2 Cross Discipline



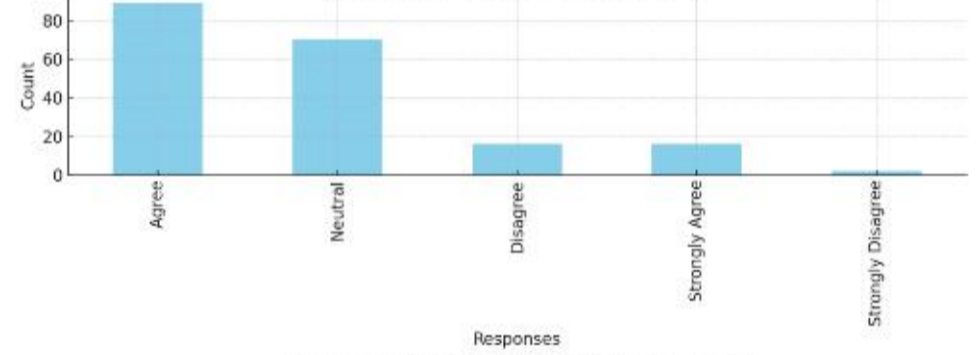
Responses for Q3 Academic Flexibility



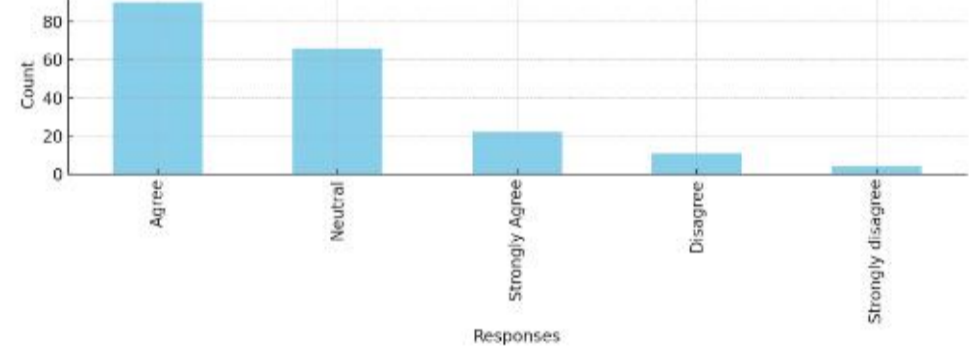
Responses for Q4 Promotes Growth



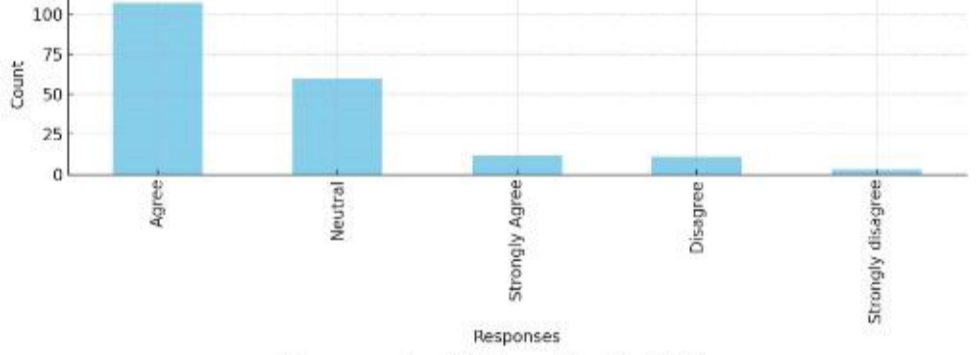
Responses for Q5 Outcome Based



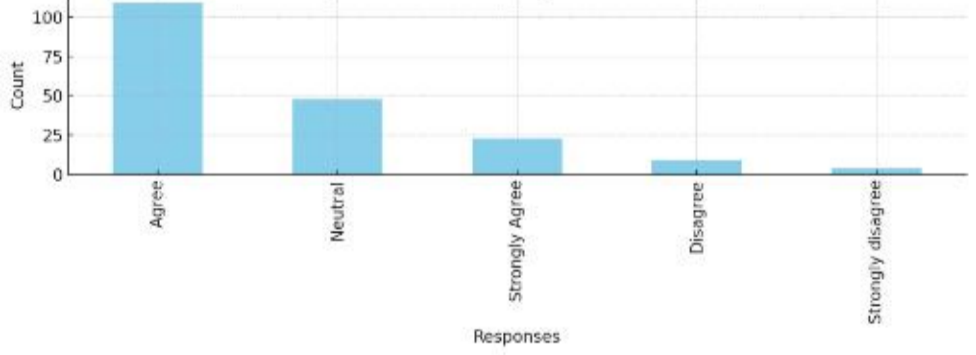
Responses for Q6 Electives Supplemented



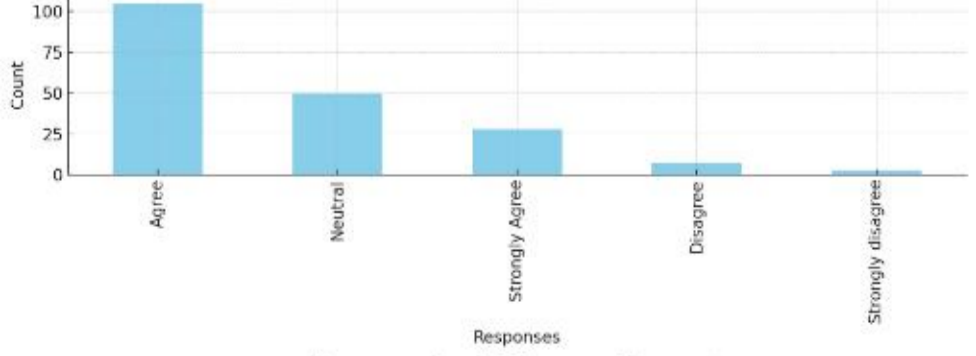
Responses for Q7 Evaluation Scheme



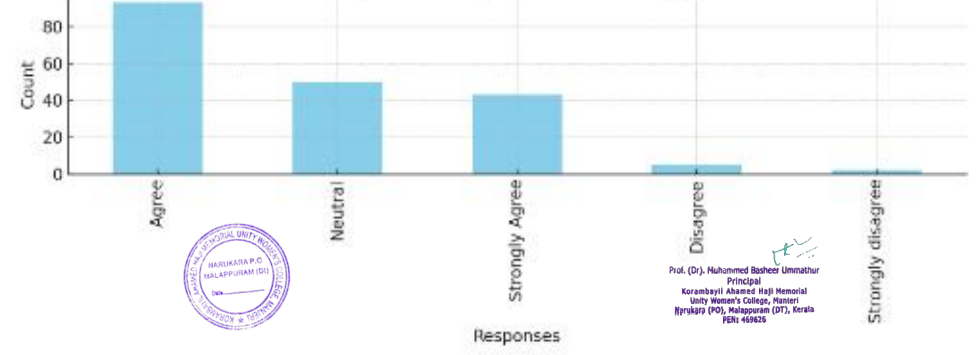
Responses for Q8 Theory Practical Balance



Responses for Q9 Prescribed Resources



Responses for Q10 Research Support



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