

**ALL SAINTS' COLLEGE**

**THIRUVANANTHAPURAM**

**FEEDBACK ANALYSIS**

**AND**

**ACTION TAKEN REPORT**

**2020-21**





## **FEEDBACK 2020-21**

### **Feedback analysis on teaching learning**

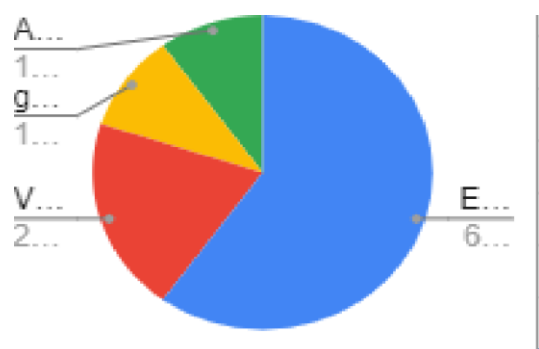
The formative feedback is analysed for both the academic performance and the interpersonal relationship criterion of the faculty competence as visualised by the student perception. The reasons for the said performances are identified by the individual faculty/department/institution and actions are strategized to eliminate the causes of disruption. The actions are implemented subsequently. The IQAC monitors the process of feedback collection and its analysis. The reports of the feedback are then discussed in details in the IQAC meetings and subsequently measures are recommended to address critical issues. Each year all the third year students fill up a questionnaire to evaluate individual teacher. The college has a system of obtaining feedback from all stakeholders like students, guardians and alumni. The purpose of this Policy is to provide a framework for obtaining, summarizing and documenting information on student and stakeholder perceptions of the quality and effectiveness of the Institute's curriculum for use in program evaluation, accreditation and other academic quality assurance processes and activities. Evaluation is done in a one-to-four scale, one meaning the worst performance and four meaning the best performance. The students also give feedback regarding infrastructural facilities, library and other amenities provided by the college. Specifically, this Policy provides a framework for, Monitoring and improving the quality of students' learning experiences through the timely collection, analysis and reporting of student feedback concerning teaching, learning and assessment, Providing students and stakeholders with the opportunity to actively participate in the continual improvement of programs, Recognizing, documenting, supporting and extending good practices for effective implementations of curriculum provided by affiliating University, Ensuring the provision of information to students and stakeholders regarding the consideration of feedback collected over time, including actions taken to address concerns raised in any feedback received.

The Academic Coordinator is responsible for the collection, analysis and reporting of stakeholder feedback relating to the academic programs. Coordination of responses to feedback will be the responsibility of the Heads of Departments. Student feedback is a core component of program evaluation, but feedback is also sought from Alumni, Graduates, Parents, Industry partners and Academic peers. Feedback processes will be systematic, rigorous and respectful of the rights of students and staff and will incorporate strategies to maximize the student participation. A range of feedback mechanisms including surveys, focus groups, informal comments and other participatory activities will be employed as appropriate.

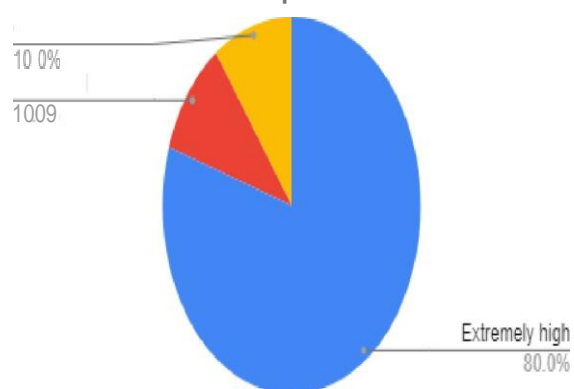
A core set of questions will form the basis of a survey deployed to systematically evaluate teaching and learning in all UG PG courses. Stakeholder feedback will be collected as required for specific purposes using methods appropriate for the specific feedback sought. All the feed backs received from various stakeholders are summarized and analysis is carried out at department level. Recommendations made from the feedback comprise, recommendations to Board of studies for changes in the syllabus of the university and the suggestions made to management on procurement of facilities and equipments. The whole objective of this policy is the effective implementation of Curriculum for better learning and continuous improvement of the processes and practices.



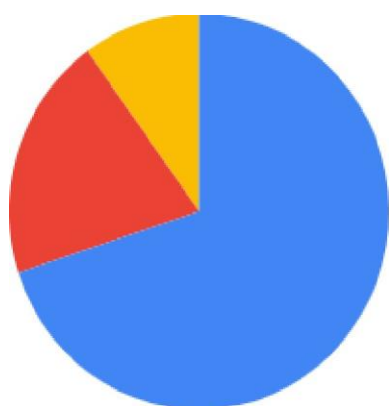
### Teaching Efficiency



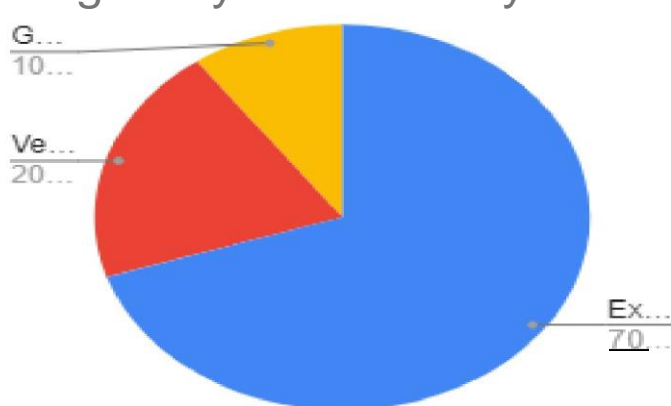
### Academic Discipline



### Commitment



### Regularity & Punctuality

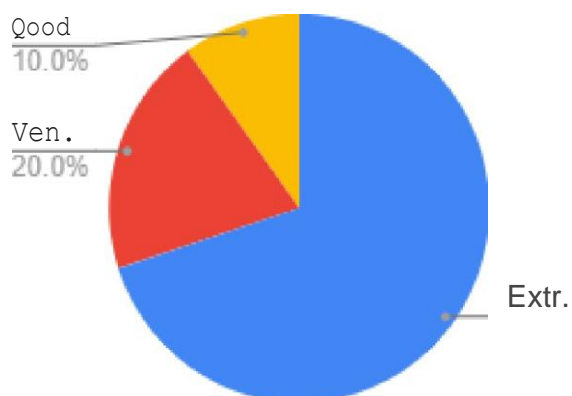




Discipline enforcement

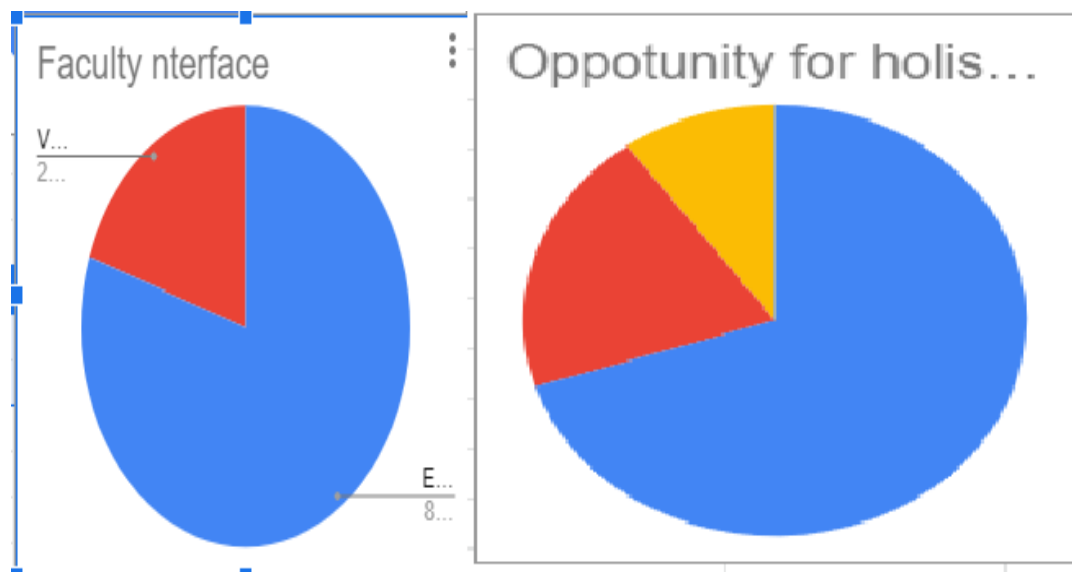


Infrastructure Index

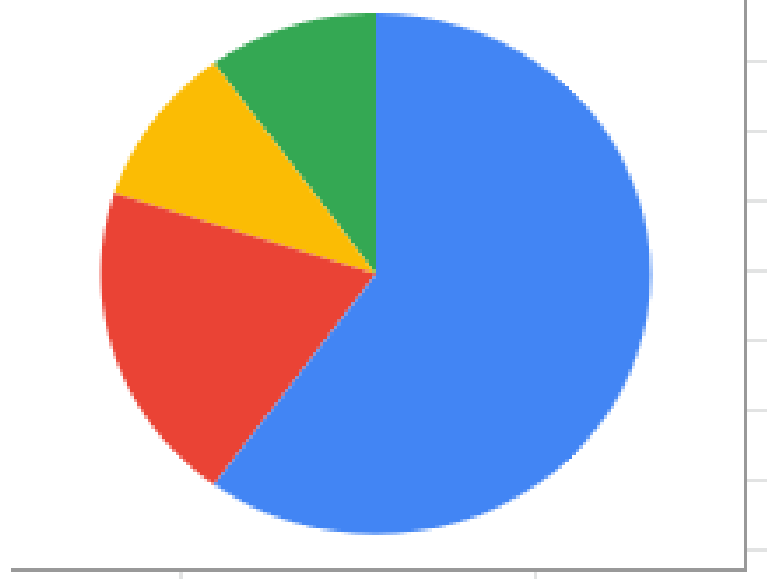




## Students feedback



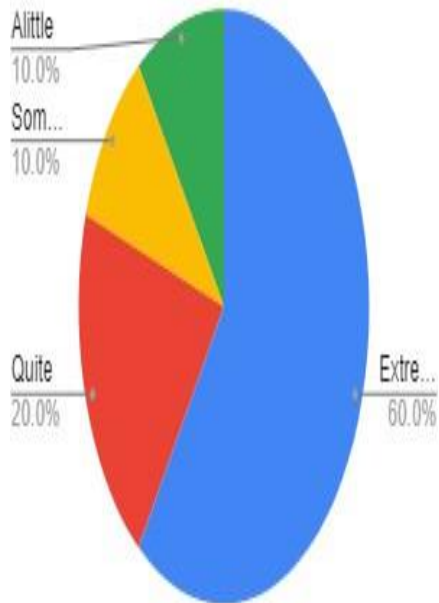
Interaction with ad...



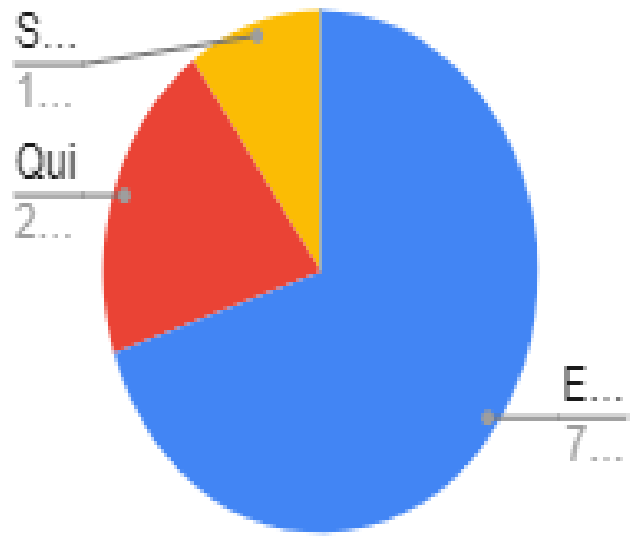


## Alumni feedback

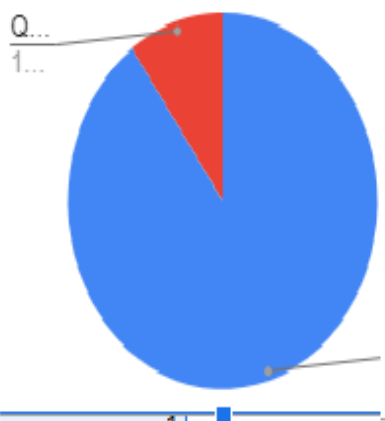
College's impact on career



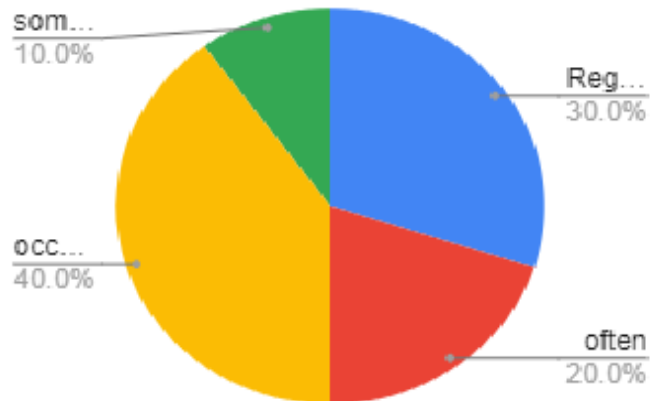
Impact on verall gr...



Positive impact of col

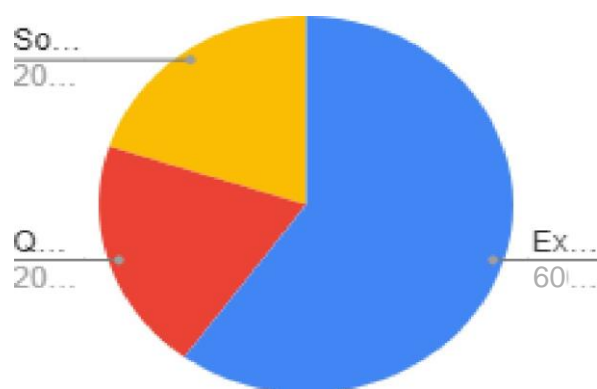
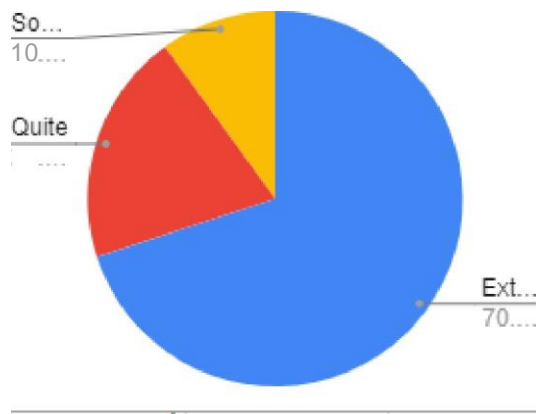


Frequency of alumni activities

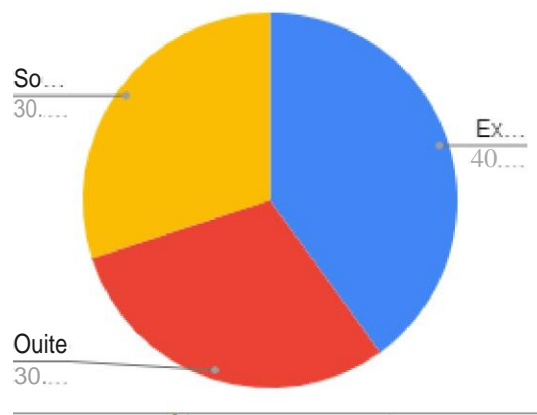




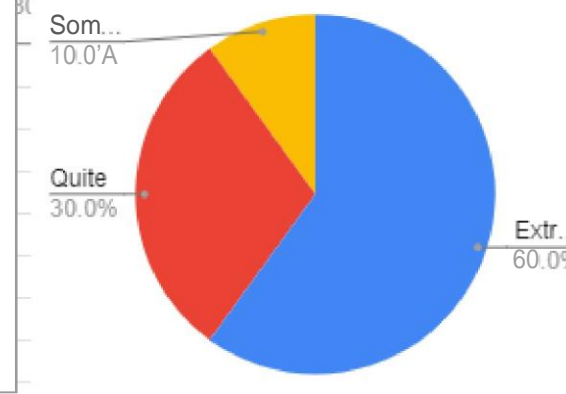
## Readiness to participate in... | E Pectiveess of learnin...



## Contribution to society

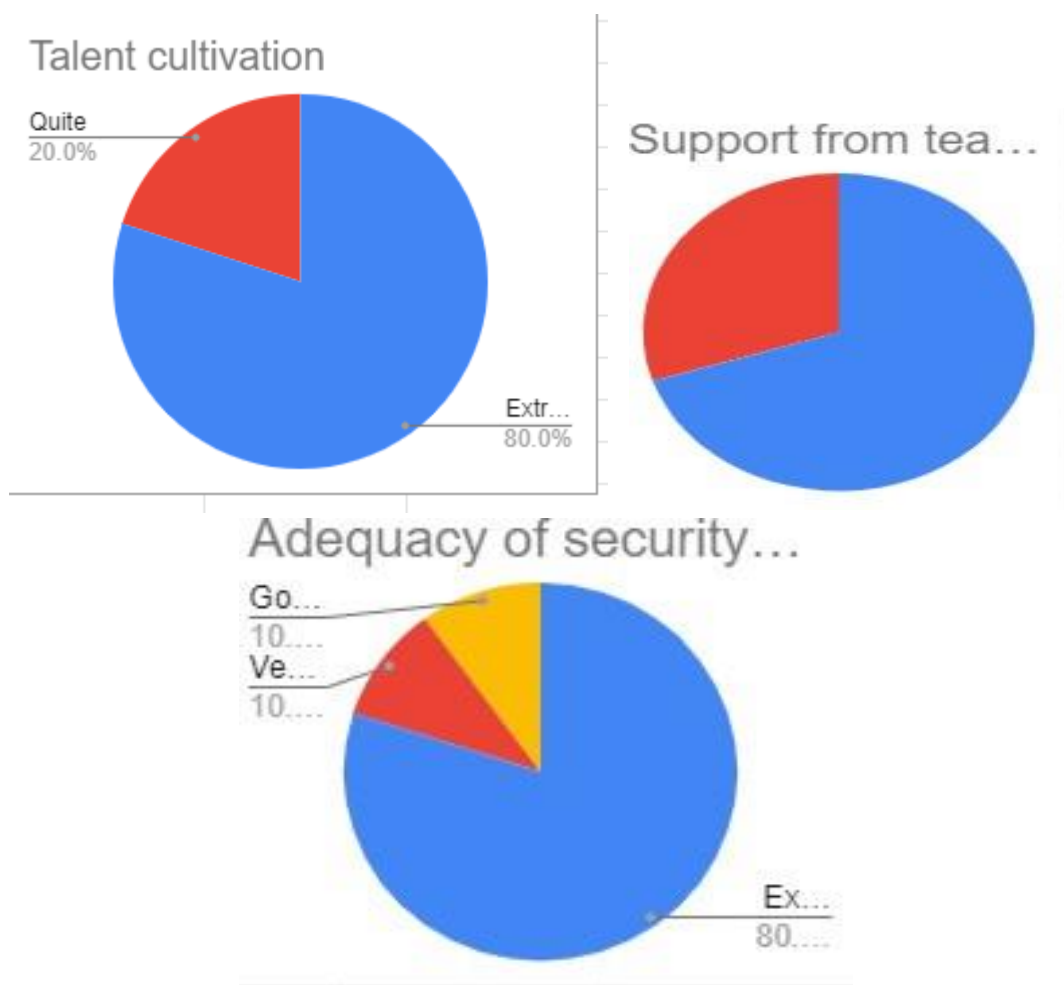


## Improvement of infrastructure





## Feedback from parents





# ACTION TAKEN REPORT

**Agenda: Discussion of feedback report of 2020-21 Academic Year**

## **Proceedings**

The meeting started with a silent prayer in the presence of Principal and IQAC members. IQAC Coordinator Dr Anjana P S presided over the meeting. The feedback collected is analysed and discussed among the respective members for further actions. The decisions taken in the meeting are as follows,

### **I : Feedback from Students:**

<b><u>Feedback</u></b>	<b><u>Action taken</u></b>	<b><u>Impact</u></b>
Content of syllabi needs enhancement in terms of quality	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issue of enrichment of content in the syllabus.  All the teachers were notified about the issue and they were encouraged and enriched the curriculum with more appropriate teaching-learning methods and techniques.	Subsequent application by teachers was observed and efforts were effective.
Depth of the course content needs to be increased for achieving the expected Course Outcomes	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issue of attainment of Course outcomes. Teachers were informed to keep check on the attainment of course outcomes.	Teachers made students familiar with idea of Course outcomes.



Applicability/relevance of curriculum in real life situations can be increased	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issue of applicability of the curriculum.	Teachers made efforts to relate the curriculum with real life situations.
More practical training sessions are desired by the students	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issue of increasing practical training sessions.	Teachers paid more attention to practical sessions and made their teaching more experiential.



## **II Feedback from Teachers**

<b><u>Feedback</u></b>	<b><u>Action taken</u></b>	<b><u>Impact</u></b>
Suggested that syllabi should be need based	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issues suggested by the teachers through feedback	The details of the feedback were received by the heads of constituent colleges and appropriate awareness was created
Teachers should have the freedom to adopt innovative techniques/ strategies of teaching such as seminar presentations, group discussions etc	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issues suggested by the teachers through feedback	The details of the feedback were received by the heads of constituent colleges and appropriate awareness was created. Teachers were encouraged to adopt more innovative techniques and strategies for teaching.

## **III Feedback from Employers**

<b><u>Feedback</u></b>	<b><u>Action Taken</u></b>	<b><u>Impact</u></b>
Suggestion to enhance general communication skills	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issues suggested by the employers. Teachers were given instructions to ensure enhancement of communication skills of the students.	Teachers incorporated stress on the issues of improvement of communication skills of the students in their teaching of curriculum.



team work	circulated to all constituent colleges through competent authority for addressing the issues suggested by the employers. Teachers were given instructions to ensure promotion of work environment in the form of team work.	students to work in team and positive results of working in a team are visible.
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### **III Feedback from Alumni**

<b><u>Feedback</u></b>	<b><u>Action taken</u></b>	<b><u>Impact</u></b>
More exposure to field visits in curriculum	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issue.  All the teachers were notified about the issue and they were encouraged to have more field visits as a part of their curriculum.	Teachers paid more attention to have more field visits and thus gave exposure to students for field visits.
Evidence based practical demonstration	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issue.	Teachers paid more attention to gave more attention for Evidence based practical education