

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT 2018-19

2018-19

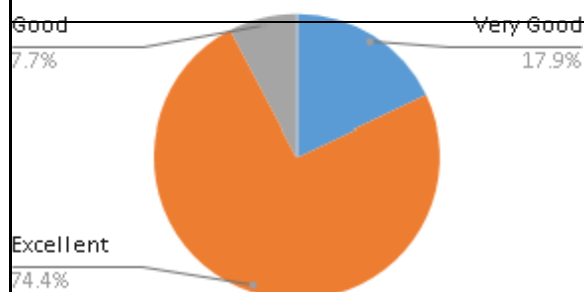
Students Feedback Analysis Report

The management and the IQAC coordinate and collect feedback periodically from students through the process of responding to a questionnaire. They are also informed and given the liberty to submit their suggestions, grievances and problems anytime during the semester through the complaint box placed by the Grievance Redressal Committee. The students also give their feedback on the curriculum through their mentors and the students' feedbacks are given due consideration. The feedback from the faculty is obtained through discussions in the departmental level, through self-appraisal and in faculty meeting. In every area where improvements are required are discussions are held in respective committees/departments. Feedback from the alumni is solicited through consultation during alumni association meetings. Feedback from the parents is conveyed in the Parent Teacher meeting. Suggestions and comments given by the guardians are also taken into account for future development. The feedback from various stakeholders is collected and thoroughly discussed and analysed in the appropriate forum. Accordingly, matters that can be handled independently and personally are forwarded to the concerned individuals or departments to address the problem by adopting corrective measures. Matters which involve the College as a whole are dealt by the Principal in coordination with the concerned department through head of departments or concerned committee. The proposals given by the different committees and departments are discussed with the Governing Body of the College for necessary action. Strengths of the College are also taken into consideration for further up gradation.

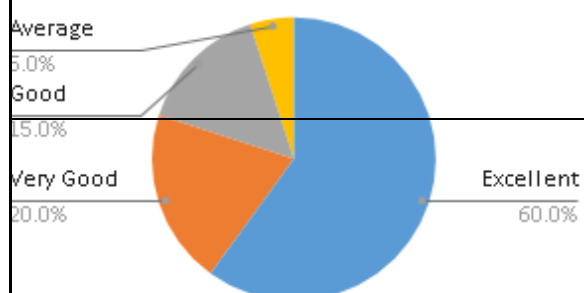
Curriculum feedback is obtained Online through a well-structured Questionnaire from Students, and Parents annually. The feedback collected is analysed statistically and data is compiled either at Department level or at Institutional level. The feedback regarding the curriculum is taken from final year students which are analyzed at departmental level. On the basis of their suggestions, to enrich the curriculum delivery, various certificate and short term courses, seminars, workshops, guest lectures, lecture series, project exhibitions, science fair are conducted to enrich their learning experience and perform to their maximum potential. Students are also taken for Field /Industrial visits to bridge the gap between academia and industry. This helps to make the study more practical. Teacher's feedback regarding the curriculum too is taken and analysed at Departmental level. It is compiled communicate to the BOS members and syllabus revision committee members of the University by mail or during meetings. Data collected is analysed and compiled at Institute level and necessary suggestions are deliberated. Alumni feedback collected facilitated industry interaction/ visits and guest lectures by industry experts. Interactions with eminent alumni members are arranged on regular basis. This has increased our students' awareness and helped to bridge the gap between campus to corporate. Another suggestion from alumni was to increase student involvement in learning by having more students' presentations/ seminar. Thus feedback provides opportunity to students and other stakeholders to actively participate in the improvement of programs of study. It thereby improves the quality of students learning experiences and improves their curriculum planning and delivery as per the expectations of the stakeholders.

Feedback on Teaching Learning

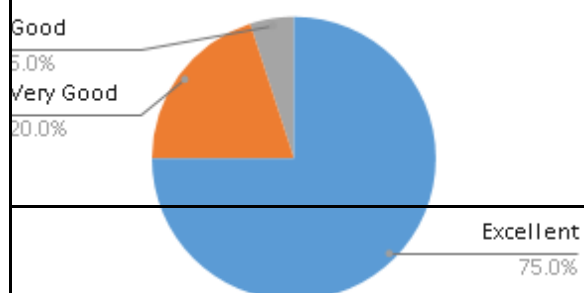
Quality of Teachers



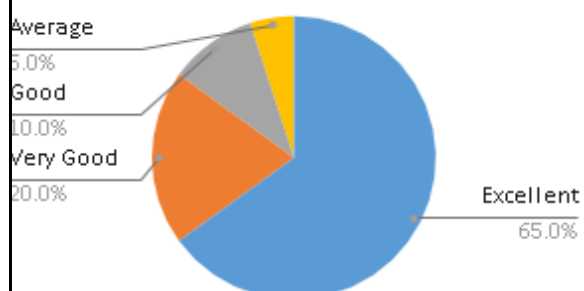
Communication Skill



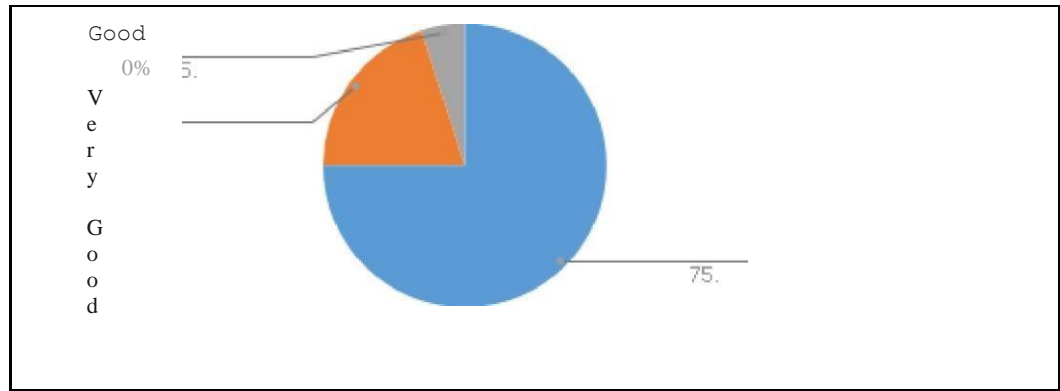
Interaction



Commitment



Regularity



Feedback Analysis and Action Taken Report- 2018-19

Sl. No.	Feedback	Action Taken
1.	Pre-defined learning outcomes	Newly introduced Outcome Based Teaching Learning and Evaluation across all PG and UG programmes have been made familiar to teachers through workshops. Critical thinking and Communication skills were focused more.
2.	Programme outcomes were revised	<p>Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.</p> <p>Communication skills : Listen, read, comprehend, speak and write clearly and effectively in person and through electronic media in English/regional language/language of the discipline and exhibit sound domain knowledge including academic concepts and terminologies.</p>
3.	Faculty Development Programmes as per new learning requirements	Self-directed and Life-long Learning: Engage in independent and lifelong learning in the broadest context of socio-technological changes.
4.	Ethics committee was formed for the holistic development of students	Understand different value systems including one's own, as also the moral dimensions of actions, and accept responsibility for it.
5.	Self-learning promoted	Teaching methods are re-designed in a way to promote self-learning. Lecture method has been reduced and other types of student centric learning methods are introduced.
6.	Remote Access of Library E-resources	The College Library subscribes the electronic resources through e-ShodhSindhu as well as from the publishers. The Off-Campus Access service is provided to the students, research scholars and faculty members to seamlessly access the subscribed scholarly electronic resources from outside the campus.