

**2023-2024**

**ST. ALOYSIUS COLLEGE  
ELTHURUTH**

# Action Taken Report on Student Feedback





# St. Aloysius College

Elthuruth, Thrissur, Kerala - 680 611, India

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Criterion 1

1.4.1 Action Taken Report on Student Feedback (2023-2024)

## ACTION TAKEN REPORT ON STUDENT FEEDBACK

### 2023-2024

At St. Aloysius College, Elthuruth, student feedback plays a vital role in shaping the college's academic and campus environment. During the 2023-2024 academic year, feedback was gathered from students across all departments through an online survey. This input is invaluable in helping the college identify both its strengths and areas that need improvement, such as curriculum, teaching methods, infrastructure, and student services.

By carefully considering student feedback, the Internal Quality Assurance Cell (IQAC) ensures that the concerns and suggestions of students are integrated into the college's planning and decision-making processes. This feedback mechanism gives students the opportunity to voice their opinions on their academic experiences and campus life, making sure their needs are addressed. Listening to students in this way helps create a more supportive, engaging, and dynamic learning environment.

The action taken report below outlines the key feedback received from students and the steps the college has taken in response. Major areas of focus include increasing practical learning opportunities, improving faculty-student interaction, upgrading facilities, and enhancing access to mental health resources. These actions reflect the college's commitment to continuously improving the student experience.

Key Feedback	Action Taken
<b>Curriculum Enhancement and Holistic Development</b> Students suggested the curriculum should focus more on practical skills,	With the implementation of the Four-Year Degree Program as part of the National Education Policy (NEP 2020) across colleges and universities in Kerala, the faculty members of St. Aloysius College, who are actively involved in academic bodies such as the Academic Council and Board of Studies at the



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<p>internships, and hands-on learning.</p>	<p>University of Calicut and other autonomous colleges, have played a significant role in introducing student-centric teaching methods into the curriculum. These faculty members are encouraged to regularly review and update the syllabus during their meetings, ensuring that it remains in line with industry trends and continues to prepare students for future careers. Currently, practical learning opportunities, such as projects and fieldwork, are mandatory only for final-year undergraduate and postgraduate students. However, recognizing the importance of extending these opportunities to earlier years, the IQAC has instructed departments to create avenues for first- and second-year UG students, as well as first-year PG students, to participate in internships and fieldwork at reputable institutions and organizations. This initiative seeks to embed practical learning into the earlier stages of academic programs, ensuring students gain valuable real-world experience throughout their educational journey.</p>
<p><b>Teaching and Learning Process</b></p> <p>Students recommended using more diverse teaching methods to engage different learning styles.</p>	<p>To address this concern, we plan to implement a range of teaching strategies that will support students with varying abilities. This will include integrating interactive activities, multimedia resources, and collaborative projects to make lessons more engaging and relevant to students' interests. Faculty are encouraged to explore innovative teaching approaches beyond traditional lectures, such as flipped classrooms, experiential learning, and problem-based learning. These methods are designed to create dynamic learning environments that boost student participation, attendance, and academic performance, helping students grow both academically and personally. Additionally, the St. Chavara Centre for Teaching Excellence</p>





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	and Education Innovation (SCCTEEI), an initiative of the IQAC at St. Aloysius College, aims to equip young faculty members with the diverse skills needed for effective teaching. The SCCTEEI will provide a range of faculty development programs centered on modern teaching techniques, helping educators enhance student engagement, address diverse learning styles, and simplify complex concepts through various teaching pedagogies
<p><b>Faculty-Student Interaction</b></p> <p>Students requested more personalized interaction with teachers to help them overcome weaknesses.</p>	While the mentoring process has already been established and implemented in several departments, students have expressed a desire for more personalized interaction with teachers to address their academic challenges. In response, the college has introduced monthly student-teacher interaction sessions. These sessions provide students with individualized guidance and support, helping them focus on areas where they may be struggling and offering tailored advice to foster their academic growth.
<p><b>Infrastructure and Facilities</b></p> <p>There were concerns about the maintenance of classrooms and common areas</p>	In response to student requests, classrooms have been equipped with projectors and Smart TVs to enhance the learning experience. Additionally, upgrades were made to seating, lighting, and ventilation to ensure a more comfortable environment. To maintain these improvements, the management has introduced a maintenance checkbook system, where departments are required to log any maintenance needs. This process ensures that regular inspections and repairs are carried out promptly, keeping the facilities in optimal condition.
<p><b>Internship and Career Support</b></p> <p>Students asked for more</p>	The IQAC has introduced a new initiative to enroll first-year students from various batches in online courses available through the SWAYAM and NPTEL portals. This early





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<p>support with internships and career guidance.</p>	<p>enrollment aims to equip students with essential skills relevant to current job markets, as these platforms offer a wide range of industry-focused courses. By taking advantage of these learning opportunities, students will gain a broader understanding of the skills required across different fields.</p> <p>Additionally, St. Aloysius College has signed an MoU with NASSCOM to further enhance skill development for both students and faculty. The goal of this partnership is to provide training in emerging technologies and offer continuous, flexible learning through micro-learning content that builds digital fluency and professional skills. Students and faculty will have access to diagnostic tools that help assess their aptitude and guide them on personalized learning pathways.</p> <p>The collaboration with NASSCOM also aims to create a robust framework for upskilling and reskilling, offering innovative tools like 'skills passports,' 'skills wallets,' and digital badges that recognize achievements along the learning journey. These initiatives will not only help students gain valuable certifications but also contribute to building a strong internal talent pool within the college. Ultimately, this effort supports the broader mission of transforming India into a digital talent hub by fostering continuous learning and development in emerging technologies.</p>
<p><b>Mental Health and Counseling Services</b> Students wanted better access to mental health resources and counseling services.</p>	<p>Since our college already has a well-established Healing Club, managed by the Psychology department, we will actively monitor students and promote awareness of its activities. The club offers counseling sessions led by a certified clinical psychologist, with appointments scheduled through Google Forms. To ensure students take full advantage of this resource, we will raise awareness about these counseling services and</p>





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	<p>organize various workshops and seminars aimed at enhancing students' mental well-being</p>
<p><b>Library and Resource Accessibility</b>          Students wanted better access to library resources, both physical and digital</p>	<p>To address the need for greater library support, St. Aloysius College has taken several initiatives aimed at enhancing student access and awareness. The library now conducts various awareness programs for new students as they begin their courses, ensuring they are familiar with the available resources.</p> <p>Additionally, the library has introduced special training programs courses to meet the needs of postgraduate students, helping them sharpen their skills and improve their academic aptitude.</p> <p>To further support students, the college has expanded study spaces and improved access to digital resources, including e-books and online journals. Workshops have also been launched to educate students about these resources, enabling them to make the most of the library's offerings throughout their academic journey.</p>
<p><b>Sports and Recreational Facilities</b>          Students requested better sports coaching and facilities.</p>	<p>The college has hired experienced football coaches and increased funding for sports activities. Additionally, gym facilities have been made available to support students who wish to engage in physical fitness and sports</p>



**2023-2024**

# Action Taken Report on Teachers Feedback



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*1.4.1 Action Taken Report Based on Teachers' Feedback (2023-2024)*

## **ACTION TAKEN REPORT BASED ON TEACHERS' FEEDBACK 2023-2024**

At St. Aloysius College, we deeply value the feedback from our teaching faculty, recognizing it as equally important as that of our students. Our dedicated faculty members play an essential role in shaping the academic experience, and their insights are invaluable in enhancing teaching practices and the overall learning environment. By actively listening to and analyzing their feedback, we aim to continuously refine our program, provide enriching professional development opportunities, and foster the best possible environment for both teaching and learning.

During the 2023-2024 academic year, feedback was collected from 105 faculty members. The responses highlighted several strengths, including a positive academic atmosphere, a relevant and evolving curriculum, and strong support for professional development. Faculty members also appreciated the freedom to implement innovative teaching methods and found the resources provided to be sufficient for effective curriculum delivery.

While the feedback underscored many strengths, some areas were identified for improvement, such as infrastructure, IT facilities, and cleanliness. Constructive suggestions from faculty members included introducing interactive boards in classrooms, offering more research-oriented workshops, and enhancing the faculty grievance mechanism for better support. These suggestions were taken seriously, and several actions have already been initiated to address these areas.

The Action Taken Report, presented in the following sections, offers a comprehensive view of the feedback, the concerns raised by faculty members, and the corresponding actions undertaken by the college management to address these concerns. This report is structured in the form of a table, with each concern clearly outlined alongside the specific feedback from teachers, followed by the steps the college has implemented to resolve or improve the situation







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### 1.4.1 Action Taken Report Based on Teachers' Feedback (2023-2024)

Feedback Concern	Teachers' Feedback	Action Taken / Planned
<i>Infrastructure</i>	While classrooms and laboratories are generally adequate, some faculty suggested the need for more modern equipment, such as interactive boards, and better maintenance of facilities like washrooms.	The college management has already installed projectors and smart TVs in classrooms to enhance student-centered learning. Additionally, the management is actively working on securing funds for further infrastructure upgrades, with a focus on equipping classrooms with modern ICT tools, such as interactive digital whiteboards. To ensure cleanliness, maintenance schedules for washrooms have been revised and closely monitored. The management has also introduced a grievance/maintenance log, where each department can promptly report and track maintenance requests, ensuring timely updates and resolutions.
<i>IT Facilities</i>	Teachers indicated that IT infrastructure, including internet access and computer systems, could be improved for smoother operations and better support for teaching and learning activities.	Plans are in place to upgrade IT resources, including new computer systems and enhanced network infrastructure. A proposal has been submitted to RUSA, and the college is currently awaiting the decision from the concerned authority
<i>Library Resources</i>	Faculty members were satisfied with both traditional	The library will continue to expand its digital collection, focusing on





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	<p>and e-learning resources in the library, though some suggested expanding access to newer digital databases and e-books for research purposes.</p>	<p>acquiring more e-books and research journals. The college Library is about to start an Audio Library and a repository of digital resources for the academic community through Dspace Digital Library platform</p>
<p><i>Professional Development</i></p>	<p>Teachers appreciated the opportunities for professional development, including workshops and seminars. However, some requested more research-oriented workshops to enhance faculty expertise.</p>	<p>The St. Chavara Centre for Teaching Excellence and Education Innovation (SCCTEEI), an initiative of the IQAC, was established to provide orientation and training to higher education faculty, focusing on the evolving Indian education system. So far, 22 faculty development programs (FDPs) have been organized under SCCTEEI, featuring resource persons from both India and abroad. SCCTEEI holds one FDP per month, offering training on new ICT tools, teaching pedagogies, and AI applications for enhanced teaching and learning experiences etc. The college plans to organize more research-oriented workshops and seminars, and will continue supporting faculty development through external training programs and conferences.</p> <p>At the request of the IQAC, the</p>





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		college management introduced the Department Empowerment and Enrichment Scheme (DEEP) to support various UG and PG departments, both in the aided and self-financing streams. Under this scheme, each department will receive financial aid to organize a range of academic activities such as workshops/seminars and several such programs have been conducted already.
<i>Faculty Grievance Mechanism</i>	Some teachers expressed concerns about the grievance mechanism, suggesting that it could be more responsive and transparent in addressing faculty issues.	The staff grievance cell is already functioning in the college, with a committee appointed each academic year to oversee its operations. However, the college is currently reviewing the grievance mechanism to enhance its transparency and responsiveness. The management is committed to ensuring that faculty receive regular updates on the status of their concerns.
<i>Cleanliness and Canteen Services</i>	Faculty feedback highlighted the need for improvements in the cleanliness of washrooms and the quality of food in the canteen.	The management has initiated measures to improve cleanliness and a review of canteen services is in progress, with plans to upgrade the menu and food quality.
<i>Curriculum</i>	Teachers found the	The four-year degree program,





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<p><i>Relevance</i></p>	<p>curriculum generally aligned with societal needs, though some suggested updates to keep pace with industry trends and modern pedagogical practices.</p>	<p>aligned with the National Education Policy (NEP) 2020, has already been launched, with the admission process now complete. The new curriculum is designed to meet interdisciplinary trends, and detailed discussions were held regarding its design, delivery, and evaluation methods. Many faculty members from our college have been actively involved in various stages of this process, contributing to its development and implementation.</p>
<p><i>Opportunities for Fieldwork/Internships</i></p>	<p>Faculty praised the availability of internships and fieldwork opportunities but suggested increasing the variety and frequency of such programs.</p>	<p>Opportunities for curriculum enrichment, such as participating in fieldwork, internships, and projects at reputable institutions, are a key component of the new four-year degree programs. There are several avenues for students to engage in these hands-on learning activities. To ensure students benefit fully, the IQAC will actively support and monitor these opportunities, while also working to build stronger industry connections for enhanced fieldwork, internships, and project-based learning experiences</p>
<p><i>Research Support</i></p>	<p>Some faculty felt that more</p>	<p>The college is dedicated to</p>





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	resources and support for conducting research could be provided.	strengthening support for research by offering funding, access to research tools, and fostering collaboration opportunities. To further motivate faculty members from both the aided and self-financing streams to engage in research, the management has introduced the Rev. Fr. Malachias Best Research Paper Award, specifically aimed at recognizing outstanding research conducted at St. Aloysius College
<i>Assessment Methods</i>	Teachers found the current assessment methods effective but suggested that more diverse techniques could be implemented to assess a wider range of student skills.	Additional assessment techniques, such as project-based evaluations, peer assessments, and continuous feedback methods, will be implemented to diversify evaluation methods.





# ACTION TAKEN REPORT ON ALUMNI FEEDBACK

**ST. ALOYSIUS COLLEGE, ELTHURUTH**

**2023-2024**





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*1.4.1 Action Taken Report on Alumni Feedback (2023-2024)*

## ACTION TAKEN REPORT ON ALUMNI FEEDBACK 2023-2024

At St. Aloysius College, Elthuruth, our alumni continue to play an essential role in shaping the future of the institution. Over the years, the college has built a strong and vibrant alumni community that offers invaluable insights, helping us grow and improve. Alumni feedback is one of the key ways we assess and enhance our academic programs, infrastructure, and overall student experience. During the 2023-2024 academic year, we conducted an extensive alumni feedback survey to gather thoughts and suggestions from 1,067 alumni. This survey reached across decades, including graduates from our undergraduate, postgraduate, and pre-degree programs—spanning from 1968 to 2021. The diversity of perspectives offered by alumni who have experienced the college over different time periods gives us a rich and meaningful understanding of our impact and the areas where we can continue to improve.

Alumni feedback gives us a unique lens to view how well the college has prepared its students for the world beyond. They provide thoughtful reflections on their experiences with our curriculum, teaching methods, campus facilities, professional development, and overall satisfaction. This feedback has been essential in guiding our efforts to continuously evolve and adapt, ensuring we remain responsive to the needs of current students and the broader community.

Some of the key areas highlighted by our alumni include the importance of expanding practical learning opportunities, enhancing faculty-alumni interaction, upgrading our facilities, and improving access to mental health resources. The strong and ever-growing alumni network, which spans across industries and geographies, remains one of our greatest strengths. Their contributions continue to support the advancement of both academic programs and infrastructure, helping St. Aloysius College stay at the forefront of higher education.



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The feedback provided by our alumni not only gives us a clear picture of where we stand but also helps us identify the steps we need to take for the future. In the following action taken report, we've outlined the most significant feedback received and the measures St. Aloysius College has implemented in response. These actions reflect our commitment to providing a supportive, engaging, and dynamic learning environment for both current and future students while continuing to nurture our strong relationships with alumni.

Feedback Concern	Alumni Feedback	Action Taken
<i>Curriculum Organization</i>	Alumni found the syllabus well-organized, but felt more real-world application was needed.	With the introduction of the National Educational Policy (NEP) 2020 by the Government of India, most of the syllabus has already been updated to include more real-world applications. The new curriculum now incorporates various curriculum enrichment opportunities such as field visits and internships, aimed at providing students with practical experience alongside their theoretical learning. Moreover, several faculty members from St. Aloysius College have been actively involved in the design and planning of the newly introduced four-year Degree programs in universities and colleges across Kerala.
<i>Teacher Involvement</i>	Alumni appreciated teacher involvement but	We will arrange workshops and faculty development programs as







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	mentioned occasional inconsistencies across departments.	part of the activities of the Chavara Centre for Teaching Excellence and Education Innovation (SCCTEEI) to ensure consistent quality of teaching across all departments. This will help maintain high standards in faculty-student engagement and knowledge sharing.
<i>Overall Teaching and Learning Process</i>	Alumni were generally satisfied with the overall teaching and learning experience.	The college remains committed to continuously enhancing teaching practices by adopting advanced methodologies to drive improvement. The SCCTEEI has already organized several orientation programs, including faculty development initiatives, to equip faculties using AI tools in the teaching and learning process. Additionally, the management will actively review student feedback on teachers, collected through the Linways AMS system, to ensure ongoing refinement and improvement of teaching quality
<i>Relevance to Professional Needs</i>	Some alumni noted the syllabus lacks direct	As part of the new four-year degree programs, several skill enhancement and multidisciplinary courses have been introduced to meet the diverse





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	alignment with modern industry requirements.	needs of students and prepare them for the demands of the modern job market. The curriculum is now well aligned with current market trends. Additionally, new electives focusing on cutting-edge skills and emerging technologies have been added to further enhance students career readiness.
<i>Extracurricular Activities</i>	Alumni felt extracurricular activities could be more diverse and comprehensive.	We will introduce more clubs and activities based on alumni suggestions, such as technical workshops, cultural exchange programs, and personal development seminars to ensure holistic development beyond academics.
<i>Sports and Games</i>	There was mixed feedback on the quality of sports facilities and the frequency of events.	The management will plan to upgrade sports infrastructure and increase the variety of sports events. This includes creating new sporting opportunities, improving existing facilities, and encouraging more student participation.
<i>Library Resources</i>	Alumni were highly satisfied with the library, but there were	We will further expand both physical and digital library resources, with a focus on acquiring





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	suggestions for expanding digital resources.	updated e-books, research journals, and online databases to support research and academic needs across all disciplines.
<i>Infrastructure Improvements</i>	While alumni appreciated infrastructure improvements, some pointed out areas needing further upgrades.	We plan to conduct a comprehensive infrastructure review, with a focus on modernizing classrooms and labs while ensuring they are fully accessible to all students. A budget proposal has been submitted under the RUSA funding scheme, and if approved, it will allow us to implement significant improvements to our infrastructure and related facilities.
<i>Support for Socially Disadvantaged Students</i>	Alumni acknowledged efforts to support disadvantaged students, though more initiatives were encouraged.	The college management, in collaboration with departments, introduced the Karunya scheme to provide monthly groceries to socially disadvantaged families in the neighboring area. Students will distribute the groceries by personally visiting these families. Additionally, we will work with alumni to offer more sponsorship and internship opportunities.





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<p><i>Alumni Engagement and Meetups</i></p>	<p>Alumni were satisfied with annual meetups but expressed a desire for stronger engagement throughout the year.</p>	<p>In response to alumni requests, the college held a mega alumni meet on January 26, 2023, followed by a second one on January 26, 2024. Alumni expressed satisfaction with these gatherings, and more frequent events, including virtual meetups, webinars, and career guidance sessions, are planned. A dedicated alumni portal will also enhance communication</p>
<p><i>Quality Initiatives</i></p>	<p>Alumni expressed interest in the college's continuous quality improvement efforts.</p>	<p>The St. Aloysius College Alumni Association expressed satisfaction with the IQAC's planned initiatives to improve institutional quality. These include workshops organized by the St. Chavara Centre for Teaching, Learning, and Educational Excellence, along with activities by the Aloysian Centre for Kole Wetland Studies, the Aloysian Centre for Lifelong Learning, and the St. Aloysius College Community Outreach Forum</p>



# ACTION TAKEN REPORT ON EMPLOYERS FEEDBACK

2023-2024



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*1.4.1 Action Taken Report on Employers Feedback (2023-2024)*

## ACTION TAKEN REPORT ON EMPLOYERS FEEDBACK 2023-2024

The feedback gathered from employers for the 2023-2024 academic year has provided valuable insights into the preparedness of our graduates for the professional world. Overall, employers expressed satisfaction with the academic and practical skills demonstrated by our students, particularly in their alignment with job roles and their ability to work effectively in teams. However, some areas were identified for improvement, specifically in enhancing the focus on emerging technologies, strengthening communication skills, and improving career support services.

Employers confirmed that our graduates' educational background aligns well with the demands of their job roles. Practical experience opportunities, such as internships and projects, were positively received, though there was a call for further expansion of these hands-on learning experiences. Feedback also suggested that greater emphasis on emerging technologies within the curriculum would ensure our graduates are better equipped to meet industry trends. While communication and technical skills were rated favorably, there is room for further enhancement. Additionally, career services and job placement support were highlighted as areas that could benefit from more targeted efforts to better assist students in securing internships and employment.

In response to this valuable feedback, St. Aloysius College has already undertaken several key actions, with additional initiatives currently in the planning stages. Significant investments have been made to upgrade our infrastructure, with further developments in the pipeline to meet the evolving needs of the industry. The Internal Quality Assurance Cell (IQAC) has launched a range of initiatives focused on improving academic rigor and skill development, with more programs under discussion to ensure the college remains aligned with the expectations of the professional sector. This report outlines the actions taken in response to the feedback, reaffirming our commitment to delivering an education that is both academically rigorous and relevant to the needs of today's workforce.





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Feedback Area	Employers Feedback	Action Taken/Planned
<i>Curriculum Alignment with Industry Needs</i>	Employers suggested the curriculum should better reflect industry trends, especially in emerging fields like AI, data analytics, and green technologies.	Several curriculum enhancement measures have been implemented by different boards of studies at Calicut University as part of the newly introduced four-year degree programs, with active involvement from several faculty members of our college. These efforts have led to the introduction of new courses aligned with industry standards. Additionally, various ability enhancement and communication improvement courses have been introduced.
<i>Communication and Technical Skills</i>	Although employers appreciated graduates communication and technical skills, they indicated there is room for further improvement to meet professional expectations.	The IQAC has introduced several certificate courses to help students improve their fluency in spoken English, along with business-related courses designed to boost technical skills. With the inclusion of various ability and skill enhancement courses in the new four-year degree program, many previously identified challenges can be effectively addressed. Additionally, several students have enrolled in English communication courses through the SWAYAM portal.
<i>Practical Experience Opportunities</i>	Internships and practical learning were well-received by employers, but	The IQAC and the Career and Placement Cell have initiated several measures to improve internship and





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## Criterion 1

### 1.4.1 Action Taken Report on Employers Feedback (2023-2024)

	they encouraged expanding these opportunities for students.	placement opportunities. As part of this effort, the college has signed an MoU with NASSCOM and IT-related organizations to provide guidance and explore internship opportunities for St. Aloysius students during their academic journey
<i>Inclusion of Emerging Technologies</i>	Employers recommended greater integration of emerging technologies to prepare graduates for future challenges.	Significant updates have been made to incorporate more emerging technologies, ensuring graduates are equipped with cutting-edge skills in the newly designed four-year degree curriculum
<i>Career Services Support</i>	Career services were generally well-regarded, though employers suggested enhancing job placement and internship support.	The IQAC has reorganized the Career and Placement Cell, planning several activities to better equip St. Aloysius students with industry-aligned skills. Students are already taking job-related courses on SWAYAM/NPTEL, and the Career and Placement Cell is collaborating with NASSCOM to provide training. Several new career-focused initiatives have been implemented, with further improvements underway to enhance support for job placements and internships.
<i>Teamwork and Collaboration Skills</i>	Employers valued the teamwork and collaboration skills of	The college continues to prioritize group projects and teamwork to further enhance these skills among







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	graduates, seeing them as vital in professional settings.	students
<i>Facilities and Infrastructure Support</i>	While facilities were rated positively, employers believe that further enhancements would better support professional skill development.	The college has already upgraded key infrastructure to support student development, and additional facility improvements are in the planning stages to align with future industry demands.





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*Criterion 1*

*1.4.1 Parents' Action Taken Report (2023-2024)*

## ACTION TAKEN REPORT ON PARENTS FEEDBACK 2023-24

At St. Aloysius College, Elthuruth, we recognize the integral role that parents play in shaping the academic and personal growth of their children. Their involvement and insights provide valuable perspectives that help the institution refine its policies, curriculum, and infrastructure to ensure the holistic development of students. In an effort to foster a collaborative relationship, St. Aloysius College regularly seeks feedback from parents to gauge their satisfaction with various aspects of the educational experience and to identify areas for improvement.

For the academic year 2023-2024, feedback was collected from parents through an online survey using Google Forms. This feedback covered critical areas such as teacher responsiveness, the overall academic environment, curriculum efficacy, campus safety, infrastructure, and the support provided to students. Parents were invited to share their views on how well the college caters to the academic and personal growth of their children, using a 5-point rating scale to express their level of satisfaction.

The feedback collected offers vital insights into the strengths of the institution, as well as areas that require focused attention. By carefully analyzing these responses, St. Aloysius College has developed strategies and implemented actions to address concerns and enhance the overall educational experience for students. This Action Taken Report outlines the feedback from parents, followed by a comprehensive review of the actions taken by the college to address each area of concern or satisfaction.

This report reflects the institution's commitment to continuous improvement and its dedication to creating a learning environment that not only meets but exceeds the expectations of students and their families. Through this collaborative feedback process, St. Aloysius College aims to maintain high standards of academic excellence and foster a nurturing, inclusive environment where students can thrive both academically and personally.



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## Criterion 1

### 1.4.1 Parents' Action Taken Report (2023-2024)

**Context:** Feedback was collected from parents of students at St. Aloysius College, Elthuruth, during the academic year 2023-2024. The feedback covered various aspects of the college's environment, infrastructure, curriculum, and faculty involvement. Below is a summary of actions taken based on the responses to address concerns and maintain areas of strength.

Feedback Area	Parents' Feedback	Action Taken
<i>Teacher's Responsiveness</i>	Parents rated teacher responsiveness to their questions and concerns highly, with a mean score of 4.168.	Teachers were encouraged to maintain effective communication with parents. Additional parent-teacher interactions were planned to enhance responsiveness.
<i>Satisfaction with Academic Environment</i>	The academic environment was rated positively, with a mean score of 4.084.	To sustain the positive academic environment, the college introduced more interactive academic activities and ensured teachers remained approachable and engaging.
<i>Child's Access to College</i>	Parents rated their child's access to the college at 4.040, reflecting a generally good level of satisfaction.	The college reviewed its entry and accessibility protocols and implemented minor improvements to streamline transportation and entry processes for students.
<i>Promotion of Inclusive Education</i>	The promotion of inclusive education was rated positively at 4.134.	Efforts were made to further promote inclusivity through awareness programs, workshops, and support for students with diverse learning needs.
<i>Campus Safety</i>	Campus safety was rated highly, with a mean score of 4.287.	To ensure ongoing campus safety, the college introduced additional security measures and awareness programs,





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### 1.4.1 Parents' Action Taken Report (2023-2024)

		ensuring both parents and students felt safe.
<i>Communication on Attendance and Academic Activities</i>	Parents were satisfied with communication regarding attendance and activities (mean score: 4.468).	The college maintained its robust communication practices and further enhanced its reporting mechanisms through online platforms for easy access to information.
<i>Environment for Academic and Social Activities</i>	The college's environment for academic and social activities received a score of 4.134.	New initiatives were launched to encourage student participation in social and academic clubs, fostering a more engaging and holistic college experience.
<i>Curriculum Influence on Engagement</i>	The curriculum's influence on engagement was rated 3.955, slightly lower than expected.	Curriculum revision meetings were conducted to integrate more engaging, real-world projects and interdisciplinary subjects to better align with student interests.
<i>Infrastructure Support for Curriculum</i>	Infrastructure to support the curriculum was rated 4.025, indicating adequacy but room for improvement.	The college committed to upgrading classroom technology, adding more modern facilities, and expanding access to digital resources for students.
<i>Holistic Development</i>	The promotion of holistic development received a low score of 3.564.	The college introduced co-curricular programs focused on soft skills, mental health, wellness, and leadership development to address concerns about holistic growth.
<i>Teacher Involvement</i>	Teacher involvement in	The faculty was encouraged to continue





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### 1.4.1 Parents' Action Taken Report (2023-2024)

<i>in Child's Learning</i>	students' learning was rated at 4.213, showing a positive perception.	their active involvement and increase one-on-one mentoring sessions to further support student growth.
<i>Curriculum Preparation for Future Goals</i>	The curriculum's preparation for future goals scored 3.955.	Career counseling services were expanded, and collaborations with industries were initiated to better align the curriculum with career and higher education goals.
<i>Parental Information on Student Activities</i>	Parents felt well-informed about student activities, with a score of 4.287.	The college maintained its communication channels with parents, ensuring regular updates about events, activities, and student achievements.
<i>Teacher Addressing Individual Needs</i>	Teachers' addressing of individual student needs received a score of 4.054.	Personalized teaching strategies were enhanced, and professional development programs were conducted to help teachers better cater to individual student needs.
<i>Potential of Course to Enhance Life Skills and Employability</i>	The course's potential to enhance life skills and employability received a score of 3.842.	New life skills programs, internships, and employability workshops were introduced to address this gap and ensure students are well-prepared for the workforce.
<i>Teacher Communication during Meetings</i>	Teacher communication during parent meetings was rated positively at 4.109.	Teachers were encouraged to continue their effective communication practices and engage with parents in meaningful discussions regarding student progress.

