Stakeholders' Feedback on Curriculum; Academic Performance and Ambience

2020-21

St. Aloysius College

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Criterion 1

1.4.1 Stakeholders' Feedback (2020-2021)

STAKEHOLDERS FEEDBACK ON CURRICULUM; ACADEMIC PERFORMANCE AND AMBIENCE

2020-21

Feedback from Teachers, Students, Alumni, Employers and Parents

At St. Aloysius College, stakeholder feedback from students, alumni, employers, and parents is central to continuous institutional improvement. This feedback helps shape academic programs, upgrade campus infrastructure, and enhance student support services. It is integral to fostering both academic excellence and personal growth within the campus community.

Feedback Mechanism

The feedback process is designed to capture input on key areas, including curriculum, academic performance, and the overall learning environment. Feedback forms are structured with statements on quality and agreement to gauge stakeholder satisfaction and highlight areas for improvement. The Feedback Committee prepare forms, which are distributed online via WhatsApp groups for easy access.

Feedback Analysis Report

The 2020-21 feedback at St. Aloysius College was analyzed by each department in areas such as teaching, learning, infrastructure, and student support. Departments generated reports based on stakeholder input, which were reviewed and consolidated by the IQAC into an institutional feedback report. This process identified strengths and areas for improvement, ensuring continuous enhancement of education quality and the overall student experience.

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Criterion 1   *1.4.1 Stakeholders' Feedback (2020-2021)*

Feedback Action Taken Report

Each department at St. Aloysius College developed action plans based on stakeholder feedback, addressing areas like curriculum, teaching, infrastructure, and student support. These plans were compiled into Action Taken Reports, reviewed by the IQAC, and turned into an institutional action plan. The plan was communicated to governing bodies to ensure meaningful improvements in education quality and campus services.

Feedback Committee Members

1. Dr. Sinto Jacob, Department of Chemistry
2. Ms. Vineetha Davies V., College Librarian
3. Dr. E.D. Dias (Department of Physics)
4. Mr. Melvin Luke George, Department of History
5. Mr. Raveesh R. Varrier, Department of Mathematics
6. Dr. Betsy Paul (Department of English)
7. Mr. Jaison Jacob (Department of Mathematics)
8. Dr. Libison K.B. (Department of Commerce)

STUDENT FEEDBACK ANALYSIS REPORT

2020-2021

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STUDENT FEEDBACK ANALYSIS REPORT

Mode of feedback collection   : *Online through google forms*

Target Group   : *Students who studied at St Aloysius College,*

                                                          during 2020-2021 academic year

Introduction

At St. Aloysius College, the holistic development of students has always been a priority, ensuring that both academic and personal growth are nurtured in a supportive environment. As part of its ongoing efforts to enhance the quality of education and student experience, the college regularly seeks feedback from students to assess the effectiveness of its programs, facilities, and teaching methods. This feedback serves as a critical tool for continuous improvement, enabling the institution to align its policies, curriculum, and services with the evolving needs and expectations of its students.

The academic year 2020-2021 posed unique challenges due to the global COVID-19 pandemic, which necessitated a rapid shift to online learning. This sudden transition brought to light various aspects of the student experience that required evaluation, especially concerning the effectiveness of online teaching, accessibility of resources, and the overall impact on learning outcomes. In response, the college's Internal Quality Assurance Cell (IQAC) took a proactive approach by launching a comprehensive feedback mechanism to gather insights from students about their experiences during this unprecedented time.

The feedback was collected through online surveys, ensuring broad participation and encouraging students to share their perspectives on different aspects of college life. The survey covered areas such as curriculum effectiveness, teaching quality, use of technology in education, and student support services, including access to infrastructure and learning resources like the library. The objective of this feedback analysis is to identify areas of strength and opportunities for improvement based on student responses. The insights drawn

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from this report will help the college to refine its strategies, enhance the overall student experience, and ensure that the education provided remains relevant, impactful, and aligned with the professional and personal aspirations of its students.

Methodology

For the 2020-2021 academic year, St. Aloysius College's Internal Quality Assurance Cell (IQAC) developed a comprehensive student feedback mechanism. A special committee created a Google Form to gather feedback on various aspects of student life, including curriculum, faculty engagement, and the overall student experience. The data collected includes both quantitative and qualitative responses, with scores calculated across multiple categories.

The key areas of focus were:

1. Curriculum and Teaching Process
2. Infrastructure and Facilities
3. Online Learning Experience (COVID-19 Context)

Rating Scales

To gather useful insights, students rated each aspect of their experience using the following scales, which were applied to both the curriculum and the college's infrastructure:

Agreement Scale   :5 - Strongly Agree, 4 - Agree, 3 - Not Sure, 2 - Disagree, 1 - Strongly Disagree.

Quality Scale   :5 - Excellent, 4 - Very Good, 3 - Good, 2 - Average, 1 - Needs Improvement.

Feedback on Curriculum and Teaching Process

The quality of the curriculum and the effectiveness of teaching practices are key pillars in ensuring that students receive a well-rounded and relevant education at St. Aloysius College. In the academic year 2020-2021, the institution placed a strong emphasis on evaluating these

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aspects to ensure that the curriculum remains aligned with industry needs and that teaching methods effectively foster both theoretical understanding and practical skills.

Given the shift to online learning due to the COVID-19 pandemic, the evaluation of teaching practices became even more crucial. The college sought to assess how well teachers adapted to this new mode of education, how effectively they engaged students in virtual environments, and whether they were able to maintain the same standards of instruction that are expected in traditional classrooms.

The feedback collected from students in this area provides valuable insights into several key aspects:

- **Teacher Engagement:** How regularly and effectively teachers engage with students during lectures, both in-person and online.
- **Punctuality and Preparation:** Whether teachers are consistent in attending and conducting classes on time and how well-prepared they are for delivering the syllabus.
- **Communication Skills:** The ability of teachers to clearly convey complex concepts and ideas in ways that are easily understood by students.
- **Syllabus Completion and Practical Relevance:** Whether the syllabus is completed within the prescribed time frame and whether it equips students with the necessary skills to face industry challenges.
- **Use of ICT Tools:** The extent to which teachers use modern teaching aids like multimedia and ICT tools to enhance the learning experience, especially in an online setting.

Table 1: Feedback on Curriculum and Teaching Process

Sl. No.	Curricular Aspects	Mean Score out of 5
1	Teacher engagement in lectures	4.38
2	Punctuality of teachers	4.58
3	Teacher preparation for classes	4.33

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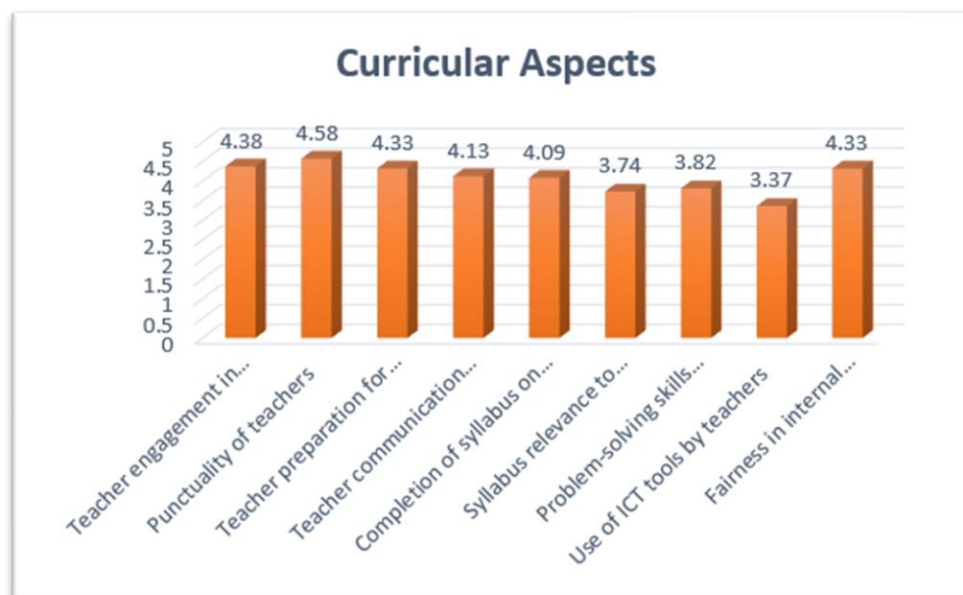
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4	Teacher communication skills	4.13
5	Completion of syllabus on time	4.09
6	Syllabus relevance to industry needs	3.74
7	Problem-solving skills enabled by the syllabus	3.82
8	Use of ICT tools by teachers	3.37
9	Fairness in internal assessments	4.33

Key Insights:

• **Teacher Engagement**: Students rated the engagement of teachers in their lectures positively, with a mean score of **4.38**.

• **Punctuality**: Teachers' punctuality was highly rated, scoring **4.58**, indicating strong adherence to schedules.

• **Teacher Preparation and Communication**: Teacher preparedness and communication skills received positive feedback, with scores of **4.33** and **4.13**, respectively.

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- **Relevance of Syllabus**: The syllabus's ability to equip students with industry-relevant skills scored **3.74**, suggesting room for improvement in aligning coursework with real-world requirements.

- **Use of ICT Tools**: The use of ICT tools, such as projectors and multimedia, was rated **3.37**, reflecting an opportunity to increase the integration of technology in teaching.

Feedback on College Infrastructure and Facilities

The quality of a college's infrastructure and facilities plays a vital role in shaping the overall student experience. At St. Aloysius College, the administration strives to create an environment that supports both academic success and personal well-being by providing well-maintained facilities and access to essential student services. To ensure that these facilities continue to meet the evolving needs of students, feedback on the college infrastructure and services is gathered regularly.

For the academic year 2020-2021, feedback was particularly important as students navigated the challenges of both in-person and online learning environments due to the COVID-19 pandemic. The feedback process sought to evaluate several key areas of the college's infrastructure, including:

- **Library Facilities:** The availability and adequacy of learning resources, such as books and digital materials, to support academic requirements.

- **Online Learning Support:** The experience of students in accessing online classes and academic materials during the pandemic, as well as the challenges they faced, particularly in terms of internet connectivity and digital infrastructure.

- **Student Support Services:** The availability and efficiency of services such as counseling, mentorship, and administrative support, all of which are crucial to ensuring that students receive the guidance they need throughout their educational journey.

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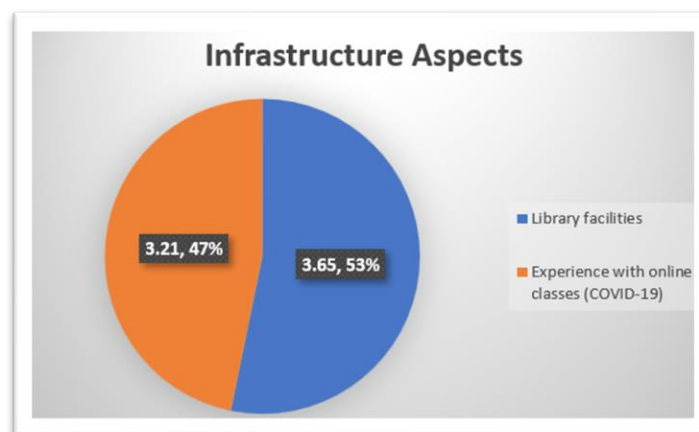## *P.O. ELTHURUTH – 680 611*

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Table 2: Feedback on College Infrastructure and Facilities

Infrastructure Aspects	Mean Score
Library facilities	3.65
Experience with online classes (COVID-19)	3.21

Key Insights:

- **Library Facilities**: The library was rated moderately, with a score of **3.65**, indicating general satisfaction but also the potential for enhancing resources.

- **Online Learning Experience**: The online learning experience during the COVID-19 pandemic was rated **3.21**, showing a neutral perception. Connectivity issues were a major challenge, with **67%** of students citing poor internet connectivity as a barrier to effective online learning.

A mean score of **3.21** for the statement "How was your experience attending online classes in the background of the COVID pandemic?" suggests a somewhat mixed or neutral perception of the online learning experience. This moderate score highlights the need for

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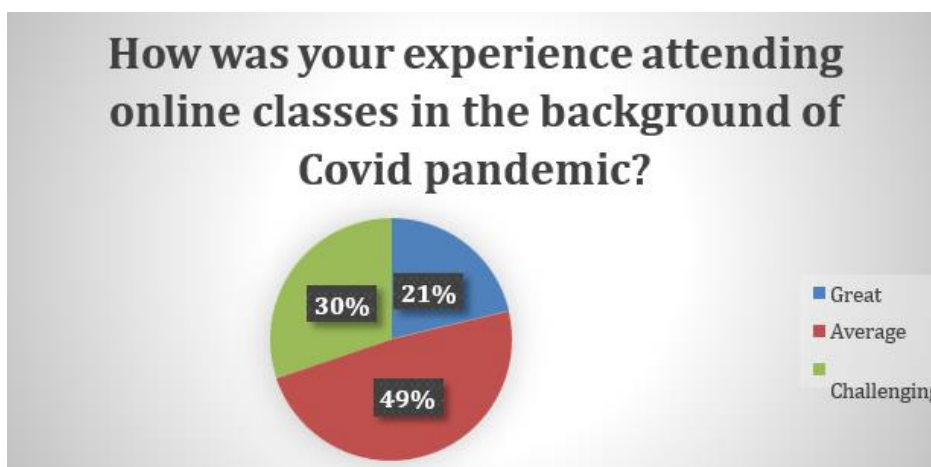
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improvements in online teaching methods, technology, and support to enhance the overall learning experience during such unprecedented times.

Nearly 50% of the students had a great experience attending online classes in the background of Covid pandemic. However, a matter of concern was that 30% of the students had a challenging experience attending online classes during the Covid pandemic. Almost 67 % of the students cited connectivity as a major concern.

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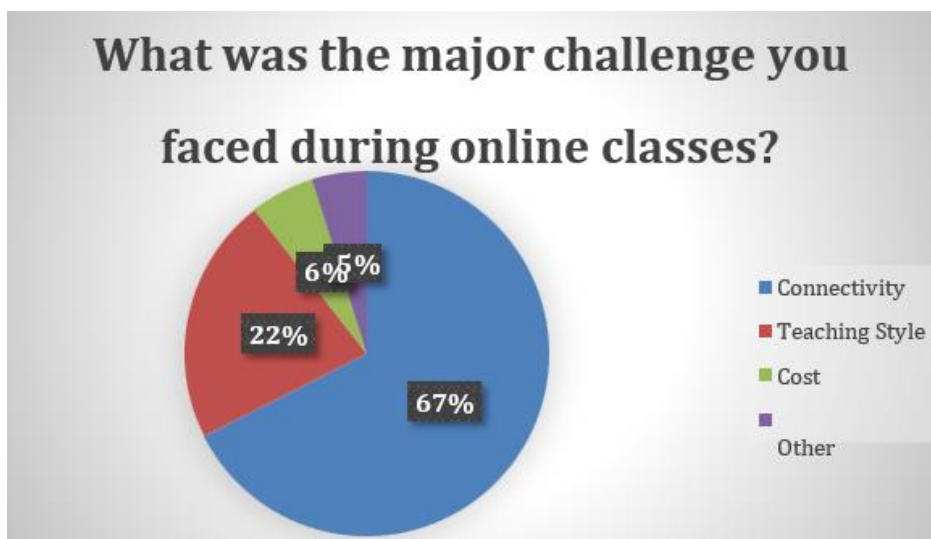
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Key Strengths

1. **Teacher Engagement and Punctuality**: Students were highly satisfied with the dedication and punctuality of their teachers, which received the highest scores in the feedback.

2. **Fairness in Assessments**: The internal assessment process was seen as transparent and fair, with a score of **4.33**.

Areas for Improvement:

- **Use of ICT Tools:** The feedback highlighted the need for greater integration of ICT tools in the teaching process. While some teachers utilized multimedia and digital tools effectively, there is room for more consistent use to enhance the learning experience, particularly in online settings.

- **Alignment of the Curriculum with Industry Needs:** Students indicated that while the curriculum was generally effective, there is an opportunity to make it more relevant to industry standards, ensuring that graduates are fully prepared to meet professional demands.

- **Online Learning Challenges:** The sudden shift to online learning during the COVID-19 pandemic posed significant challenges, with many students citing connectivity issues and difficulties in adapting to the new format. These challenges underscore the need for better digital infrastructure and support mechanisms to facilitate remote learning.

Conclusion

The 2020-2021 Student Feedback Analysis report highlights the overall positive experience of students at St. Aloysius College, while also identifying areas for improvement to enhance academic and personal development. The feedback underscores key strengths in teacher engagement, punctuality, and fairness in assessments, reflecting the college's commitment to maintaining high educational standards. However, the report also reveals areas where

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improvements can be made. These include increasing the integration of ICT tools in teaching, strengthening the alignment of the curriculum with industry needs, and addressing challenges related to online learning, especially in the context of the COVID-19 pandemic. Improving digital infrastructure and providing better online learning support will help students adapt more easily to remote education.

By addressing these areas, St. Aloysius College is well-positioned to continue providing an enriching and supportive educational environment. The college remains committed to acting on student feedback to ensure continuous growth and improvement, creating academic excellence and ensuring that its students are well-prepared for their future careers.

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TEACHERS FEEDBACK ANALYSIS REPORT

2020 – 2021

Mode of feedback collection   : *Online through google forms*

Target group   : *Faculty Members who Taught at St. Aloysius College in 2020-2021*

Introduction

St. Aloysius College values not only the feedback of its students but also that of its dedicated teaching faculty. Faculty feedback plays an important role in shaping the academic environment and improving pedagogical practices. By gathering and analyzing teacher feedback, the institution aims to improve curriculum delivery, enhance professional development opportunities, and ensure an optimal learning environment. The feedback helps guide the development of policies, teaching methods, and faculty support structures.

This report provides a detailed analysis of the feedback provided by the faculty, offering insights into areas such as curriculum relevance, teaching support, and professional development.

Methodology

The Internal Quality Assurance Cell (IQAC) at St. Aloysius College initiated a comprehensive teacher feedback process for the 2020–2021 academic year. A Google form was distributed, developed to address key aspects of teaching experience, curriculum, and college facilities.

Teachers provided their feedback across several key sections:

1. Curriculum and Course Content: Faculty provided insights into curriculum alignment, relevance to modern trends, and support for professional growth.

2. Teaching Resources and Support: Faculty rated the availability of teaching materials and institutional support for using technology in education.

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3. Professional Development and Training: Teachers provided feedback on the opportunities for continuous learning and professional growth.

4. Infrastructure and Faculty Services: Teachers shared their experiences regarding the college's infrastructure, classrooms, and available resources.

The feedback utilized two five-point rating scales. Faculty members were asked to select the appropriate options based on the questions provided, using the agreement and quality scales. The average score for each question was then calculated and presented in the table.

Agreement Scale

5 - Strongly Agree

4 - Agree

3 - Not Sure

2 - Disagree

1 - Strongly Disagree

Quality Scale

5 - Excellent

4 - Very Good

3 - Good

2 - Average

1 - Needs Improvement

Data Analysis and Visualization

Feedback was gathered from all faculty members who taught at St. Aloysius College during the 2020-2021 academic year. The data was analyzed using both qualitative and quantitative methods to assess the effectiveness of the curriculum, teaching resources, and faculty support.

Summary of the key suggestions and comments from the teachers:

1. Positive Campus Atmosphere: Teachers emphasize the importance of maintaining the positive atmosphere among staff and students.

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2. Unaddressed Requests: Several requests have been made for improvements in departments, laboratories, and classrooms, but some faculty feel these have not been addressed due to other priorities.

3. Faculty Grievances: Some teachers suggest that faculty grievances should be given more attention and handled with respect.

4. Harmonious Ambience: Maintaining the harmonious academic environment is a common priority.

5. Department Equipment: Specific requests include repairs to department printers and computers.

6. Infrastructure Improvements: Calls for better infrastructure, such as securing funds for upgrades, were mentioned.

7. Interactive Boards and Projectors: Teachers believe that having interactive boards and projectors in every classroom would save time and enhance learning.

8. Existing Systems Satisfaction: While some are satisfied with the current facilities, they acknowledge that continuous improvement is necessary.

9. Washroom and Canteen Issues: There are concerns about the cleanliness of washrooms, the quality of food in the canteen, and issues with lab wiring and plug points.

10. Research-Oriented Workshops: Conducting research-oriented workshops for science students was suggested to enhance learning opportunities.

Key areas of analysis include

- Curriculum Relevance: How aligned the curriculum is with industry needs and the teaching experience.

- Teaching Support and Resources: The effectiveness of the tools and resources provided by the college to support faculty in delivering courses.

- Professional Development: Availability of training programs for faculty and their effectiveness in enhancing teaching practices.

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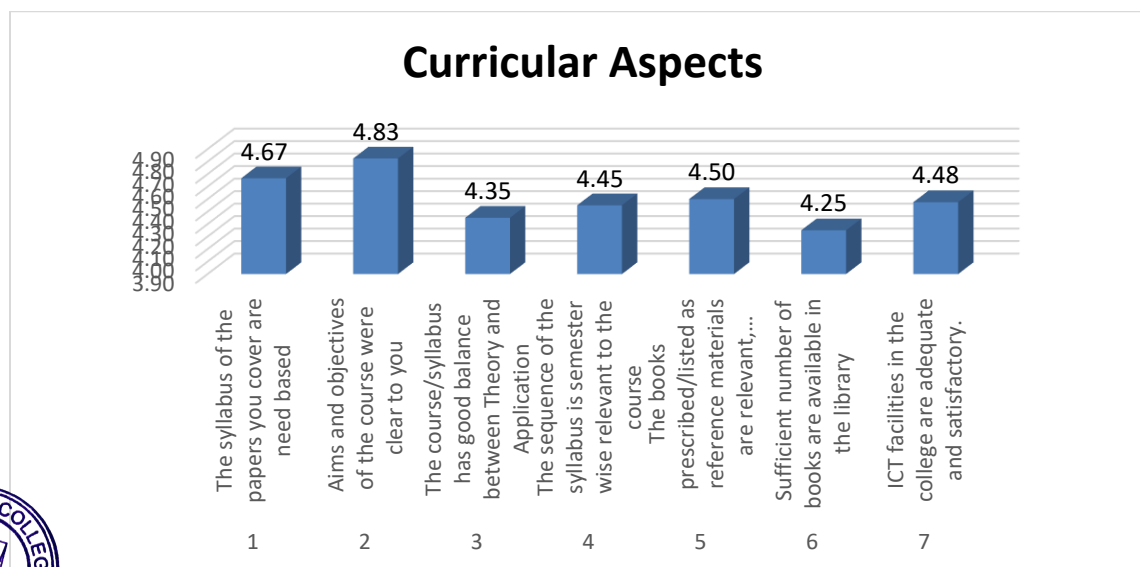*www.aloysius.in*

Criterion 1   *1.4.1 Teachers' Feedback Analysis Report (2020-21)*

Teachers Feedback on Curricular Aspects

Table 1: Feedback on curricular aspects

Sl. No.	Statement	Mean
1	The syllabus of the papers you cover are need based	4.67
2	Aims and objectives of the course were clear to you	4.83
3	The course/syllabus has good balance between Theory and Application	4.35
4	The sequence of the syllabus is semester wise relevant to the course	4.45
5	The books prescribed/listed as reference materials are relevant, updated and appropriate	4.50
6	Sufficient number of books are available in the library	4.25
7	ICT facilities in the college are adequate and satisfactory.	4.48

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Criterion 1   *1.4.1 Teachers' Feedback Analysis Report (2020-21)*

Interpretation of Course Evaluation Table

The table presents student feedback on various aspects of their course, measured by mean scores. Each statement reflects students' perceptions of the course syllabus, objectives, resources, and ICT facilities.

1. Clarity of Aims and Objectives (Mean: 4.83)

o Students feel very positively about the clarity of the course's aims and objectives, indicating effective communication from instructors. This strong score suggests that students understand what is expected of them and how the course aligns with their learning goals.

2. Relevance of Syllabus (Mean: 4.67)

o The high mean score indicates that students perceive the syllabus as relevant to their needs. This suggests that the course content is well-aligned with current trends and student interests, which is crucial for maintaining engagement and motivation.

3. Balance Between Theory and Application (Mean: 4.35)

o While students view the balance between theory and application positively, this score is slightly lower than the previous two. This indicates a potential area for improvement, suggesting that students may benefit from more practical applications of theoretical concepts to reinforce their learning.

4. Relevance of Syllabus Sequence (Mean: 4.45)

o The score indicates that students find the sequence of the syllabus relevant to the course. This reflects a well-structured curriculum that guides students logically through the material, enhancing their understanding and retention.

5. Quality of Reference Materials (Mean: 4.50)

o Students believe that the prescribed reference materials are appropriate and up-to-date, contributing to their learning experience. This suggests that faculty members are making informed choices in selecting relevant resources.

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6. Availability of Library Resources (Mean: 4.25)

o Although students feel somewhat positive about the availability of books in the library, this score is the lowest among the statements. This indicates that there may be room for improvement in ensuring that sufficient resources are accessible to support student learning.

7. Adequacy of ICT Facilities (Mean: 4.48)

o The high score suggests that students find the ICT facilities adequate and satisfactory. This reflects well on the institution's investment in technology, which is essential for supporting online learning and research.

Overall Interpretation

The feedback indicates a generally positive perception of the course structure and resources. Students appreciate the clarity of objectives, the relevance of the syllabus, and the quality of materials provided. However, attention should be given to improving the balance between theoretical and practical components and ensuring that library resources are sufficiently available. Maintaining and enhancing ICT facilities will further support the learning environment, contributing to a comprehensive educational experience.

Key Strengths

1. Innovative Teaching and Learning Environment

- Freedom to Implement Innovative Teaching Techniques: Faculty enjoy the flexibility to introduce creative and effective teaching methods, with a high mean score of 4.70.

- High-Quality Library Resources: The institution provides excellent library resources that support both traditional and digital learning, reflected by a mean score of 4.54.

- Strong Faculty Support for Professional Development: Faculty members appreciate the robust support for their professional development and training, with a mean score of 4.48.

Collaborative and Dynamic Atmosphere

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Criterion 1   *1.4.1 Teachers' Feedback Analysis Report (2020-21)*

- Interaction Among Students, Faculty, and Staff: A dynamic atmosphere is fostered through collaboration, earning a mean score of 4.40. This interaction is crucial for academic and professional development.

- Management Responsiveness: The college management's responsiveness to faculty concerns and feedback scored 4.36, highlighting transparent communication and support for teaching roles.

3. Inclusive and Safe Environment

- Gender Equality and Safe Working Environment: St. Aloysius College was highly rated for promoting gender equality and maintaining a safe working environment, with a score of 4.57. This commitment to inclusivity creates a positive and respectful academic culture.

4. Curriculum Relevance

- The curriculum has been rated 4.13, showing that it caters well to societal needs while preparing students for real-world challenges and contributions.

Areas for Improvement

1. Facilities and Services

- Canteen Services and Cleanliness: Faculty feedback indicates room for improvement in the canteen services, scoring 3.30, with a focus on better cleanliness and service quality.

- Cleanliness of Washroom Facilities: With a score of 3.40, there's a need for more attention to the cleanliness and maintenance of washroom facilities.

- Enhanced IT Infrastructure: The need for improvement in IT services, particularly in computer and internet services, was reflected in a score of 3.81.

2. Curriculum Enhancement

- While the curriculum is viewed positively, there is potential for further alignment with evolving societal needs. Regular updates and a stronger emphasis on innovative teaching methods could enhance its relevance and effectiveness.

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Criterion 1   *1.4.1 Teachers' Feedback Analysis Report (2020-21)*

Conclusion

The overall academic environment at St. Aloysius College is highly regarded by faculty, with strengths in collaboration, management responsiveness, and inclusivity. Faculty feedback suggests that the college has successfully created an environment conducive to learning and growth, supported by a responsive administration and a commitment to gender equality. Continued efforts to innovate the curriculum and strengthen societal relevance will further enhance the already positive academic environment, ensuring that it remains dynamic and supportive for both teachers and students.

ALUMNI FEEDBACK ANALYSIS REPORT

2020-2021

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ALUMNI FEEDBACK ANALYSIS REPORT

2020-2021

Mode of feedback Collection : Online through Google Forms

Target Group   : Undergraduate and postgraduate students who

completed their degrees at St. Aloysius College in 2020

Introduction

St. Aloysius College continues to strive for academic excellence and holistic development by ensuring the relevance and quality of its curriculum. The feedback from our alumni plays a vital role in assessing the effectiveness of the college's academic programs and infrastructure. Their insights, gathered through structured surveys, help the college in making strategic improvements to better meet the evolving needs of current students and the workforce. This report presents an analysis of alumni responses from the 2020-2021 academic year.

The feedback survey focused on several key areas, including the relevance of the curriculum, relationships between faculty and students, overall infrastructure, and the impact of the college on personality development. This information serves as a foundation for continuous improvement and curriculum updates to maintain the college's competitive edge and ensure long-term student success.

Methodology

The Internal Quality Assurance Cell (IQAC) distributed a comprehensive feedback form specifically targeting the undergraduate and postgraduate students who completed their degrees at St. Aloysius College in 2020. The form was shared online through Google Forms to ensure accessibility and broad participation. These alumni were invited to share their thoughts on key aspects of their experience, such as the curriculum, relationships with faculty, and their overall personal and academic development. The survey used both a rating scale and open-ended

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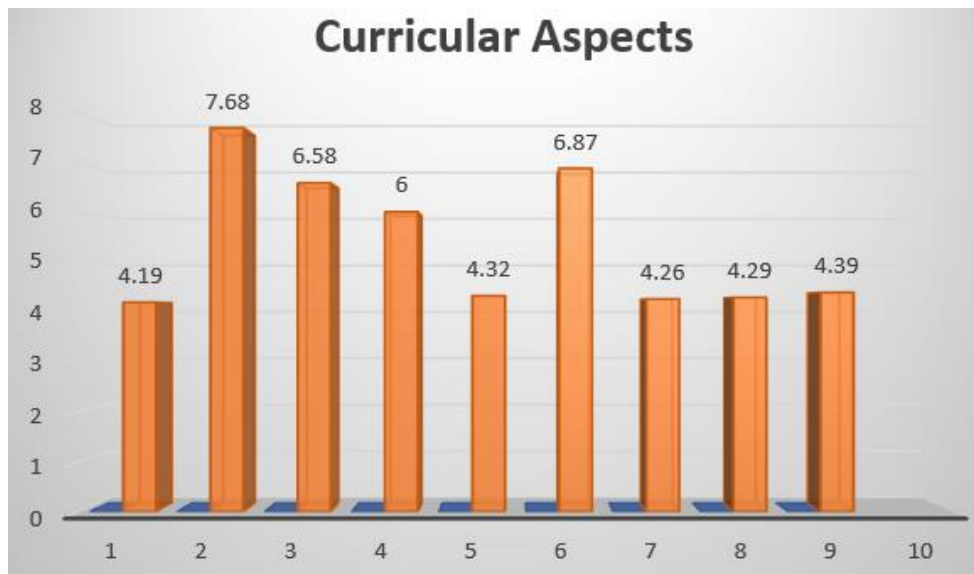## P.O. ELTHURUTH – 680 611

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questions to gather qualitative and quantitative feedback. Alumni rated various aspects of their experience on a 5 and 10 -point agreement scale (Strongly Agree to Neutral), and additional sections focused on suggestions for improvement.

Sl. No.	Curricular Aspect	Mean Score
1	Course relevance to current job	4.19
2	Faculty relationship	7.68
3	Office staff and student relationship	6.58
4	Development activities organized by the college	6.00
5	Syllabus relevance to profession/industry	4.32
6	Institution's contribution to improvement	6.87
7	Syllabus suitability for subject knowledge	4.26
8	Interest in pursuing higher studies	4.29
9	Contribution to personality development	4.39

Curricular Aspects

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Key Feedback Areas

1. Relevance of Course to Current Job

- **Mean Score**: 4.19

Alumni found the courses they studied at St. Aloysius College to be largely relevant and useful in their current job roles, indicating that the curriculum aligns well with industry requirements.

2. Faculty Relationship

- **Mean Score**: 7.68/10

Alumni rated their relationships with the faculty positively, highlighting the supportive and engaging nature of teachers at the college. This reflects a strong rapport between students and faculty, which is crucial for a successful academic experience.

3. Office Staff and Student Relationship

- **Mean Score**: 6.58/10

While interactions with office staff were rated positively, there is room for improvement in making these interactions more efficient and supportive.

4. Development Activities for Overall Development

- **Mean Score**: 6/10

Alumni appreciated the development activities offered by the college, although there is potential to further enhance these initiatives to better support students' overall personal and professional growth.

5. Syllabus Relevance to Profession/Industry

- **MeanScore**:4.32

Alumni indicated that the syllabus was generally aligned with the needs of their profession, though a small portion felt that further updates could enhance its relevance to evolving industry commands.

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6. Institution's Contribution to Improvement

- **Mean Score**: 6.87/10

The institution's contribution to alumni's personal and professional growth was rated positively, indicating that St. Aloysius College played a significant role in their improvement.

7. Syllabus Suitability for Subject Knowledge

- **Mean Score**: 4.26

Most alumni agreed that the syllabus was suitable for acquiring in-depth knowledge of their subject area, although there is room to refine the curriculum to ensure it remains comprehensive and up-to-date.

8. Interest in Pursuing Higher Studies

- **Mean Score**: 4.29

Alumni expressed that the syllabus created an interest in pursuing higher studies, suggesting that the academic programs at St. Aloysius College successfully foster a desire for continued learning.

9. Contribution to Personality Development

- **Mean Score**: 4.39

The courses helped alumni improve their personalities and soft skills, an important aspect of holistic development that is critical for professional success.

Key Strengths:

1. **Library Resources**

- Alumni expressed high satisfaction with the availability and quality of the library resources, with a mean score of 4.33. This suggests that the college's investment in its library facilities is well-placed, supporting the academic needs of students effectively.

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2. **Alumni Engagement**

• The strong mean score of 4.20 reflects the college's success in maintaining meaningful relationships with its alumni. Alumni feel well-supported and connected through events and engagement initiatives, which strengthens the alumni network and contributes to ongoing institutional support.

3. **Office Staff Support**

• With a mean score of 4.13, the interactions between office staff and students are viewed positively. This indicates that administrative processes are generally smooth and students feel adequately supported in their interactions with the staff.

4. **Extracurricular Activities**

• The relatively high score of 4.07 shows that the college offers a good range of extracurricular activities, contributing to the holistic development of students outside the academic curriculum.

Areas for Improvement:

1. **Sports Facilities**

• With the lowest mean score of 3.90, the feedback on sports facilities suggests there is room for improvement. Enhancing sports facilities, upgrading equipment, or offering more diverse sports and recreational activities could improve student satisfaction in this area.

2. **Extracurricular Activities (Expansion)**

• While alumni rated extracurricular activities positively, the feedback indicates that there is potential to further diversify and expand the range of activities offered, especially to cater to students with more specific or niche interests.

3. **Administrative Efficiency**

• Although office staff support received positive feedback, focusing on improving administrative efficiency and communication could enhance student interactions and reduce any potential bottlenecks in administrative processes.

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Conclusion

The Alumni Feedback Report for 2020-2021 highlights the overall positive experiences of alumni at St. Aloysius College, showcasing the institution's strengths in delivering a relevant and impactful curriculum. Alumni appreciated the strong relationships with faculty, the comprehensive library resources, and the college's efforts to maintain meaningful alumni engagement. However, the feedback also points to opportunities for improvement, particularly in the enhancement of sports facilities, the expansion of extracurricular activities, and a focus on further improving administrative efficiency. Addressing these areas will help the college enhance the overall student experience and continue its legacy of providing high-quality education and support.

By incorporating these insights into future planning, St. Aloysius College is well-positioned to strengthen its academic offerings and campus environment, ensuring that it continues to meet the evolving needs of its students and graduates. The college's commitment to continuous improvement will help solidify its role as a leading institution in fostering both academic and personal growth.

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EMPLOYER FEEDBACK ANALYSIS REPORT

2020 – 2021

Mode of feedback collection   : *Online through Google Forms*

Target group   : *Employers of St. Aloysius College Graduates*

Introduction

The employer feedback report for St. Aloysius College is an essential tool that provides insights into how well the college's graduates are prepared to meet the expectations of their respective industries. This feedback, gathered from employers, evaluates multiple aspects of graduate performance, curriculum relevance, and the adequacy of the college's infrastructure in supporting students' professional growth.

The 2020-21 employer feedback serves as a critical source of data to help the college identify both strengths and areas for improvement in its academic programs, facilities, and student support services. By analyzing this information, St. Aloysius College aims to ensure continuous improvement in providing high-quality education that aligns with industry needs and trends.

Mechanism of Employer Feedback Collection

Data Collection

Feedback was collected from employers via surveys that evaluated graduates from St. Aloysius College across various parameters, including curriculum relevance, employability skills, technical knowledge, and the support provided by the college's infrastructure.

Employers rated their satisfaction on a scale of 1 to 5, where:

1: Strongly Disagree

2: Disagree

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3: Neutral

4: Agree

5: Strongly Agree

Key Areas of Focus

The feedback was organized into two primary sections:

Curriculum: Evaluating how well the academic content aligns with industry needs, the coverage of emerging technologies, and the provision of practical experience.

Infrastructure: Assessing the quality of facilities, academic resources, and the overall support for student employability.

Feedback on curriculum

Table: Feedback on curriculum

Sl. No.	Feedback on curriculum	Rating (Out of 5)
1	Alignment of Educational Background with Job Roles	3.83
2	Curriculum Alignment with Industry Needs and Trends	3.35
3	Graduate Skills in Communication and Technical Abilities	3.61
4	Practical Experience through Projects, Fieldwork, and Internships	3.74
5	Coverage of Emerging Technologies and Industry Trends	3.30
6	Team Spirit and Teamwork Initiatives	3.78
7	Alignment with Industry Standards	3.74

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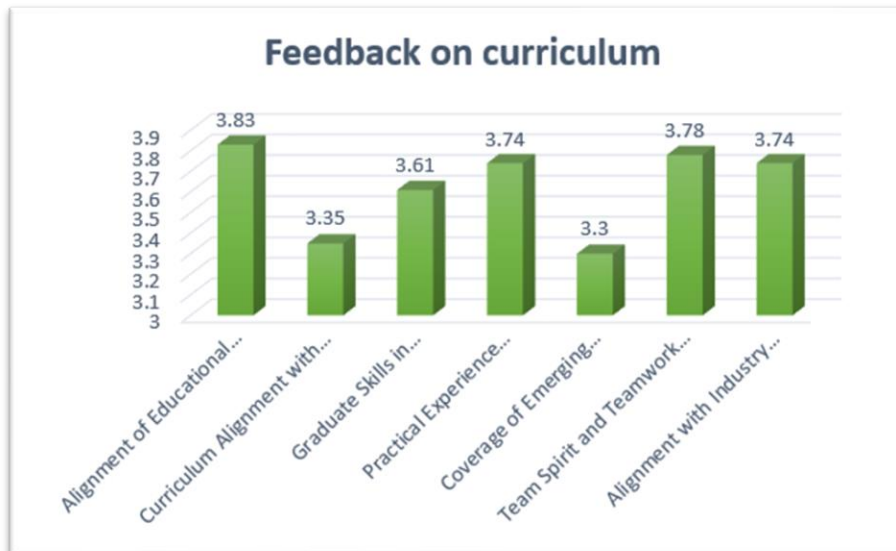
Feedback on Infra structure

Table: 2 Feedback on Infra structure

Sl. No.	Feedback on Infra structure	Rating (Out of 5)
1	Facilities and Infrastructure Supporting Employability	3.61
2	Quality of Academic Resources and Facilities	3.35
3	Supportive Learning Environment	3.61
4	Effectiveness of Career Services (Job Placements, Internships, and Career Development Opportunities)	2.91
5	Support Services (Counseling, Mentoring)	3.87

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FEEDBACK ON INFRA STRUCTURE

- Support Services (Counseling, Mentoring): 3.87
- Effectiveness of Career Services (Job Placements, Internships, and Career...): 2.91
- Supportive Learning Environment: 3.61
- Quality of Academic Resources and Facilities: 3.35
- Facilities and Infrastructure Supporting Employability: 3.61
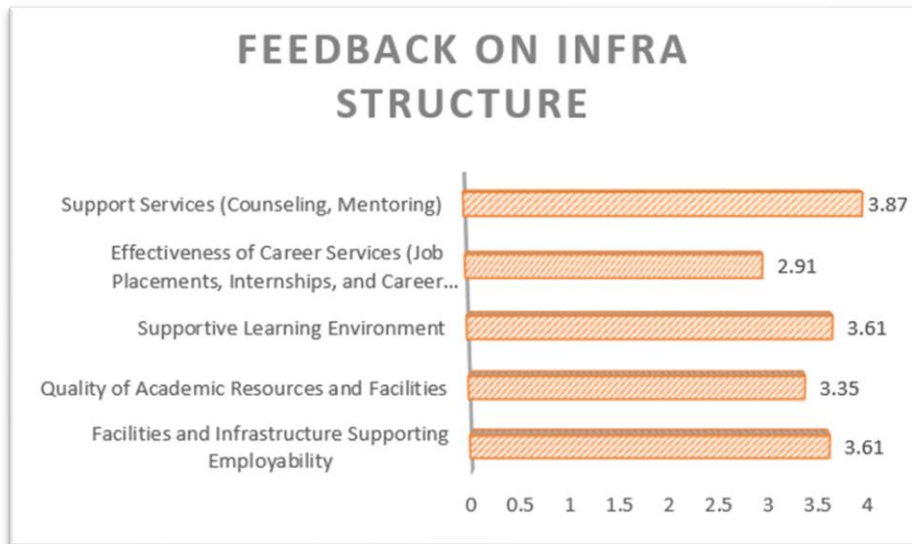
Key Findings

1. **Curriculum Alignment with Industry Needs**

Employers rated the curriculum at **3.35/5**, indicating that while the academic programs offer some alignment with industry needs, there is room for improvement in staying updated with current trends and emerging technologies.

2. **Practical Experience**

Practical exposure through internships, fieldwork, and projects was rated favorably at **3.74/5**, showcasing the college's strength in providing hands-on learning experiences.

3. **Career Services**

Career services received the lowest rating, at **2.91/5**, pointing to a significant area that needs improvement. Employers feel that the college could provide stronger support in job placements, internships, and career development opportunities.

4. **Facilities and Infrastructure**

Facilities supporting employability were rated **3.61/5**, while academic resources and infrastructure scored **3.35/5**, suggesting there is scope for enhancing the available resources to better prepare students for their careers.

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5.   **Support Services**

The college's counseling and mentoring services were rated positively at **3.87/5**, indicating that these services play a valuable role in student development and well-being.

Strengths

1.   **Understanding of Job Responsibilities**

o   **Rating: 3.91/5**

Graduates demonstrate a strong understanding of their job responsibilities, reflecting that the college's academic programs are well-designed to prepare students for real-world challenges.

2.   **Adaptation to Organizational Culture**

o   **Rating: 3.83/5**

Graduates are able to adapt well to different work cultures, which is a key indicator of their professional readiness and versatility.

3.   **Teamwork and Practical Skills**

o   **Rating: 3.78/5**

Employers appreciate the teamwork abilities and practical skills that graduates bring to their organizations, suggesting that the college's focus on collaboration and hands-on learning is effective.

4.   **Counseling and Mentoring Services**

o   **Rating: 3.87/5**

The strong support provided by counseling and mentoring services is a significant asset, helping students navigate both academic and personal challenges.

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Areas Needing Improvement

1. **Curriculum Updates**

o **Rating: 3.35/5**

The curriculum should be more responsive to industry trends and emerging technologies. Regular updates to the academic content will ensure that graduates remain competitive in an evolving job market.

2. **Career Services**:

o **Rating: 2.91/5**

The most critical area for improvement is career services, including job placement support and internship opportunities. Strengthening industry connections and offering more robust career development services will significantly enhance employability.

3. **Academic Resources**:

o **Rating: 3.35/5**

Enhancing the quality of academic resources and infrastructure, such as modern libraries, research facilities, and technical tools, will contribute to better student outcomes and improved preparedness for the workforce.

4. **Coverage of Emerging Technologies**:

o **Rating: 3.30/5**

The curriculum should cover emerging technologies and current industry trends more comprehensively. Integrating modern technologies into the curriculum will ensure that graduates have the skills needed to succeed in technology-driven industries.

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Conclusion

The employer feedback for the academic year 2020-21 highlights both the strengths and opportunities for improvement at St. Aloysius College. Graduates are generally well-prepared in terms of job responsibilities, teamwork, and practical experience, which are critical components of career success. However, the feedback also points to areas where the college can make significant improvements, particularly in career services, curriculum relevance, and the integration of emerging technologies. By addressing these areas, St. Aloysius College can further enhance its academic programs and infrastructure, ensuring that future graduates are even better equipped to meet the demands of a rapidly changing job market. This feedback serves as a valuable guide for continuous improvement and long-term success.

SUGGESTION REPORT ON ONLINE TEACHING EXPERIENCE

Overview

The transition to online teaching during the covid-19 pandemic presented a unique blend of challenges and opportunities. While many educators found ways to adapt and engage with students, various obstacles hindered the effectiveness of online instruction. This report synthesizes feedback from educators regarding their experiences and offers suggestions for improvement.

Key insights

1. Satisfaction levels

- Many educators rated their online teaching experience as satisfactory or good, appreciating the new platforms for interaction.
- Mixed feelings were expressed regarding the effectiveness of online teaching for different academic levels (ug vs. Pg).

2. Challenges encountered

- Technical issues: frequent connectivity problems and technical failures disrupted classes, affecting both teaching and learning experiences.
- Student engagement: difficulties in maintaining consistent participation from students were noted. Some students struggled with the online format, reporting lack of interest and attention.
- Home environment: many students faced unsuitable home conditions for learning, impacting their ability to focus and engage effectively.
- Assessment difficulties: teachers found it challenging to gauge student progress and understanding due to the limitations of online assessments.

3. Positive aspects

- The experience prompted educators to explore and implement ict tools, enhancing their teaching skills and opening avenues for creative lesson delivery.

- Online teaching provided flexibility, allowing for extended interaction beyond regular academic hours.

4. Preferred teaching mode

- While online classes were considered efficient during exam periods, a strong preference for offline classes was expressed, emphasizing the importance of direct rapport with students.

Suggestions for improvement

1. Enhanced technical support institutions should invest in robust technical infrastructure and provide ongoing support to both educators and students to minimize disruptions.

2. Training on online tools provide professional development workshops for teachers to enhance their skills in using digital tools and creative teaching methods effectively.

3. Engagement strategies develop interactive and engaging content to maintain student interest, such as breakout sessions, group activities, and multimedia resources.

4. Monitoring student well-being implement check-ins to assess students' connectivity issues and overall well-being, providing support where necessary.

5. Hybrid learning models consider adopting a blended approach that combines both online and offline classes, allowing for flexibility and accommodating various learning preferences.

6. Feedback mechanism establish regular feedback channels for students to voice their challenges and suggestions, fostering a collaborative learning environment.

7. Community building create virtual community spaces (e.g., forums, chat groups) to promote interaction among students and between students and teachers, enhancing the sense of belonging.

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Conclusion

The online teaching experience during the covid-19 pandemic has revealed valuable insights into both the potential and limitations of digital education. By addressing the highlighted challenges and implementing suggested improvements, educational institutions can enhance the effectiveness of online teaching, ensuring a more equitable and engaging learning experience for all students.

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