

ACTION TAKEN REPORT ON STUDENT FEEDBACK

2020-2021



ST. ALOYSIUS COLLEGE, ELTHURUTH, THRISSUR



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(Affiliated to the University of Calicut & aided by the Govt. of Kerala)

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1.4.1 Student Feedback Action Taken Report (2020-2021)

STUDENT FEEDBACK ACTION TAKEN REPORT

2020-2021

The Student Feedback Analysis Report for the academic year 2020-2021 at St. Aloysius College was conducted to understand the students' experiences and perceptions of the curriculum, teaching methods, and infrastructure. Feedback was collected online from students who studied during the year, focusing on key areas like curriculum effectiveness, faculty engagement, and the impact of online learning due to the COVID-19 pandemic.

The analysis revealed several strengths, including high ratings for teacher engagement, punctuality, and fairness in internal assessments. However, some areas required attention, such as aligning the curriculum more closely with industry standards, improving the use of ICT tools in teaching, and addressing challenges related to online learning, particularly poor internet connectivity.

In response to this feedback, the college management and IQAC have taken several actions and planned further improvements to address the concerns raised. Below is a summary of the feedback received from students and the corresponding actions taken or planned by the college:

<i>Teacher Engagement and Punctuality</i>	Students appreciated the punctuality and engagement of teachers, both in physical and online classes.	Teachers will continue to focus on maintaining high levels of engagement and punctuality. Regular feedback sessions will ensure ongoing improvements in teacher-student interaction, especially in online settings.
<i>Curriculum Relevance to Industry</i>	Students felt that while the curriculum was effective, it	St. Aloysius College, as an affiliated institution, has limited freedom to





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	could better align with industry needs.	introduce new courses that meet changing industry demands. However, the IQAC has encouraged faculty involved with the University of Calicut's academic bodies to raise syllabus revision concerns in their meetings. Furthermore, the IQAC has directed departments to offer certificate courses to help students gain skills relevant to the current job market.
<i>Use of ICT Tools in Teaching</i>	The use of ICT tools was found to be somewhat limited, especially in online learning.	To address this, faculty training programs have been introduced to improve the use of ICT tools in teaching. The college has also decided to implement the Linways AMS system to enhance ICT-enabled learning. The objective is to create more interactive and technology-driven online and blended learning environments.
<i>Online Learning Experience</i>	The online learning experience received mixed feedback, with many students citing internet connectivity issues as a major challenge.	In response, the college is upgrading its digital infrastructure to provide a more stable online learning environment. Additionally, measures are being taken to support students facing connectivity issues





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		by offering resources such as recorded lectures and offline materials.
<i>Library Facilities</i>	Students were moderately satisfied with the library facilities, suggesting improvements in the availability of learning resources.	The college is working on expanding its digital library resources and upgrading the physical library. This will provide better access to academic materials for both in-person and online learning.
<i>Fairness in Internal Assessments</i>	Students appreciated the transparency and fairness in internal assessments.	The college will continue its transparent and fair assessment practices, while also exploring new methods to enhance student feedback and learning outcomes through continuous assessments.





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1.4.1 Alumni Action Taken Report (2019-2020)

ACTION TAKEN REPORT ON TEACHERS' FEEDBACK

2020-2021

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 2020-2021 academic year, feedback was collected from 40 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 1.4.1 Alumni Action Taken Report (2019-2020)

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>Technical Support</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. Established a dedicated IT support team to assist educators and students with technical issues. A proposal has been submitted





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		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 and e-learning resources in the library, though some suggested expanding access to newer digital databases and e-books for research purposes.	The library will continue to expand its digital collection, focusing on 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 D-space Digital Library platform
<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>Training on Online Tools</i>	Many educators rated their online teaching experience as satisfactory or good, appreciating the new platforms for interaction.	Conducted a series of professional development workshops focused on digital tools and creative teaching methods. Over 85% of educators reported increased confidence in





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	Mixed feelings were expressed regarding the effectiveness of online teaching for different academic levels (UG vs. PG).	using online platforms; innovative lesson plans have emerged from these trainings.
Student Engagement	Difficulties in maintaining consistent participation from students were noted. Some students struggled with the online format, reporting a lack of interest and attention.	Developed a repository of interactive teaching resources, including breakout session templates, group activity guides, and multimedia content.
<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>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.



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CONCLUSION

The actions taken in response to the insights from the online teaching experience have shown promising results in improving the educational environment. Ongoing evaluations and adjustments will ensure continued growth and adaptation to the needs of both teachers and students. Future reports will track progress and further enhance online teaching practices.



ACTION TAKEN REPORT ON ALUMNI FEEDBACK

2020-2021

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1.4.1 Action Taken Report on Alumni Feedback (2020-2021)

ACTION TAKEN REPORT ON ALUMNI FEEDBACK

2020-2021

The Alumni Feedback Analysis Report for the academic year 2020-2021 at St. Aloysius College collected valuable insights from former students about the relevance of the curriculum, relationships with faculty and staff, development activities, and overall infrastructure. The feedback was collected from alumni who completed their undergraduate and postgraduate programs during this period. This analysis is instrumental in helping the college understand the strengths of its academic and administrative offerings and identify areas for improvement.

Key findings from the analysis show that alumni were generally satisfied with the relevance of the curriculum to their jobs, the support from faculty, and the contribution of the college to their personal and professional growth. However, there were areas where improvements were suggested, such as enhancing sports facilities, further aligning the curriculum with industry demands, and improving administrative efficiency.

Based on this feedback, the following action plan has been formulated to address the concerns raised by alumni and to ensure continuous improvement.

Feedback Area	Alumni Feedback	Action Taken/Planned
<i>Relevance of Course to Current Job</i>	Alumni found the courses generally relevant to their job roles, but suggested periodic updates to match industry needs.	As an affiliated institution, St. Aloysius College has limited flexibility in introducing new courses. However, the IQAC urges faculty to address syllabus updates in University of Calicut meetings and recommends departments offer certificate





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		courses to enhance students' job market skills
<i>Faculty Relationship</i>	Alumni rated their relationships with faculty highly, indicating strong support and engagement.	Faculty will continue maintaining positive student relationships, and additional mentorship programs will be introduced to further strengthen student support and career guidance.
<i>Office Staff and Student Relationship</i>	Alumni felt that while relationships with office staff were positive, administrative efficiency could be improved.	The college is planning to streamline administrative processes by implementing more digital solutions and staff training to improve the efficiency and effectiveness of student-staff interactions.
<i>Development Activities</i>	Alumni appreciated the development activities but suggested enhancing their scope and diversity.	The IQAC has launched new quality initiatives that focus on expanding development activities, such as workshops and skill-building programs, to provide more holistic personal and professional growth opportunities.
<i>Syllabus Relevance to Profession/Industry</i>	Alumni indicated that while the syllabus was generally relevant, some areas needed updates to meet current industry standards.	Board of Studies and Academic Council members are encouraged to discuss this issue in their meetings and implement necessary changes





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<p><i>Institution's Contribution to Improvement</i></p>	<p>Alumni felt that the college contributed positively to their personal and professional development.</p>	<p>The college will continue to enhance its offerings by introducing additional extracurricular programs that support personal development, such as leadership and soft skills training, which will further contribute to students' growth.</p>
<p><i>Syllabus Suitability for Subject Knowledge</i></p>	<p>Alumni were satisfied with the depth of subject knowledge provided but suggested more in-depth, practical training.</p>	<p>Collaborations with industry partners are also planned to enhance hands-on learning experiences.</p>
<p><i>Interest in Pursuing Higher Studies</i></p>	<p>Alumni expressed an interest in pursuing higher studies, which reflects the academic programs' ability to inspire further learning.</p>	<p>The college will offer more guidance and counseling for students interested in higher studies and research opportunities, including partnerships with universities and research institutes for advanced academic pursuits.</p>
<p><i>Contribution to Personality Development</i></p>	<p>Alumni felt that their time at the college contributed positively to their personality development.</p>	<p>The college will continue to offer programs aimed at personality development, including soft skills workshops, leadership training, and extracurricular activities designed to build well-rounded individuals.</p>



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<i>Sports Facilities</i>	Alumni rated sports facilities lower compared to other areas, suggesting they need upgrading.	The college management plans to allocate additional funding for sports-related activities.
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1.4.1 Employers' Action Taken Report (2020-2021)

ACTION TAKEN REPORT ON EMPLOYERS' FEEDBACK

2020-21

The Action Taken Report for the academic year 2020-2021 outlines the initiatives implemented by St. Aloysius College in response to feedback from employers who hired its graduates. Employer feedback is an essential tool for evaluating how well the college's academic programs, infrastructure, and support services align with the demands of the job market.

The feedback from 2020-21 highlighted several key areas, including curriculum alignment with industry needs, practical experience, and the effectiveness of career services. While strengths such as teamwork, practical skills, and counseling services were recognized, areas such as career services, emerging technologies in the curriculum, and the quality of academic resources were identified for improvement.

This report details the specific actions taken by the college to address these areas of feedback, focusing on enhancing curriculum relevance, improving career services, and upgrading infrastructure. These initiatives aim to ensure that St. Aloysius College continues to provide high-quality education that equips students with the skills and knowledge necessary to thrive in an evolving job market.

Feedback Area	Employers' Feedback	Action Taken
<i>Curriculum Alignment with Industry Needs</i>	The curriculum is moderately aligned with industry needs, but needs more relevance to emerging technologies.	Curriculum review sessions were conducted to integrate updated industry trends and emerging technologies such as AI, Data Science, and Blockchain into course offerings.





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1.4.1 Employers' Action Taken Report (2020-2021)

<p><i>Graduate Skills (Communication & Technical)</i></p>	<p>Graduates possess satisfactory communication and technical skills but need further strengthening.</p>	<p>Additional workshops on communication and technical skills were organized. Collaboration with industry professionals for real-world insights and skills development programs was intensified.</p>
<p><i>Practical Experience</i></p>	<p>Employers positively rated the practical experience offered by internships and fieldwork.</p>	<p>Expanded partnerships with organizations to increase internship opportunities. Practical learning through fieldwork was made a stronger focus in the curriculum to give students more hands-on experience.</p>
<p><i>Career Services</i></p>	<p>Career services, including job placements and internships, require significant improvement.</p>	<p>Career Services Office was restructured and strengthened with new career counselors. New initiatives to enhance job placements, internship support, and career development programs were implemented.</p>
<p><i>Support Services (Counseling, Mentoring)</i></p>	<p>Counseling and mentoring services are rated positively, but some improvement is needed.</p>	<p>Mentorship programs were expanded, offering more personalized guidance from faculty and industry mentors. Increased counseling support to address both personal and professional student challenges.</p>





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<p><i>Coverage of Emerging Technologies</i></p>	<p>The curriculum needs better coverage of emerging technologies and industry trends.</p>	<p>Introduced new courses focusing on emerging technologies such as Cloud Computing, IoT, and Blockchain. Collaboration with industry experts for workshops on modern technologies to ensure students are prepared for technology-driven roles.</p>
<p><i>Quality of Academic Resources and Infrastructure</i></p>	<p>Employers believe academic resources and infrastructure can be improved.</p>	<p>Upgraded academic resources, including enhancing library facilities and research labs with more advanced technological tools and software. Allocated resources for continuous improvement of student learning spaces.</p>
<p><i>Facilities Supporting Employability</i></p>	<p>The facilities supporting employability are adequate but could be enhanced.</p>	<p>Invested in modernizing learning environments, including technology-equipped classrooms and career-focused resources to better prepare students for professional roles.</p>
<p><i>Team Spirit and Teamwork Initiatives</i></p>	<p>Employers appreciate the teamwork and collaboration skills of graduates.</p>	<p>Continued focus on group projects and collaboration-oriented tasks in the curriculum to further strengthen students' ability to work effectively in teams.</p>

