TEACHERS' FEEDBACK ANALYSIS REPORT

2022-2023

ST. ALOYSIUS COLLEGE, ELTHURUTH, THRISSUR

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2022 – 2023

Mode of Feedback Collection   *: Online through Google Forms*

Target group   *: Faculty Members who Taught at St. Aloysius College in 2022-2023*

Introduction

St. Aloysius College values the insights and feedback from its teaching faculty to foster a better academic environment and improve curriculum delivery. This feedback report examines data collected from faculty during the 2022–2023 academic year, focusing on crucial areas such as curriculum quality, teaching resources, professional development, and infrastructure. The feedback plays a vital role in shaping policies, refining teaching methods, and enhancing faculty support systems. This report offers a comprehensive analysis of the faculty's feedback, providing insights into curriculum relevance, teaching support, and professional development opportunities.

Methodology

The Internal Quality Assurance Cell (IQAC) at St. Aloysius College initiated a comprehensive teacher feedback process for the 2022–2023 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:

- **Curriculum and Course Content**: Evaluation of curriculum alignment with modern trends and effectiveness in fostering student development.

- **Teaching Resources and Support**: Availability of teaching materials and the effectiveness of support for technology in teaching.

- **Professional Development and Training**: Opportunities for continuous learning and professional growth.

St. Aloysius College
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Criterion 1   *1.4.1 Teachers' Feedback Analysis Report (2022-2023)*

- **Infrastructure and Faculty Services**: Quality of classrooms, laboratories, and other facilities.

Rating Scales:

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

In case of professional development and infrastructure the rating was done on a 10-point scale

Data Analysis and Key Findings

Table 1: Feedback on Curricular Aspects

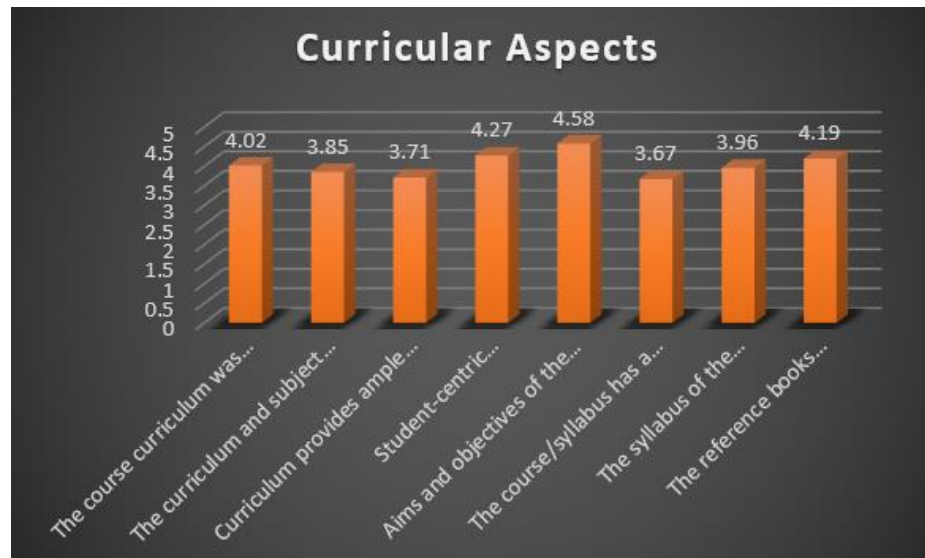| Sl. No.	Curricular Aspect	Mean Score out of 5
1	The course curriculum was of high standard	4.02
2	The curriculum and subject content help students	3.85
3	Curriculum provides ample opportunities for student development	3.71
4	Student-centric experiential/participatory learning methods were used	4.27
5	Aims and objectives of the course were clear to faculty	4.58

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6	The course/syllabus has a good balance between theory and practice	3.67
7	The syllabus of the program is revised occasionally	3.96
8	The reference books provided in the syllabus are appropriate	4.19

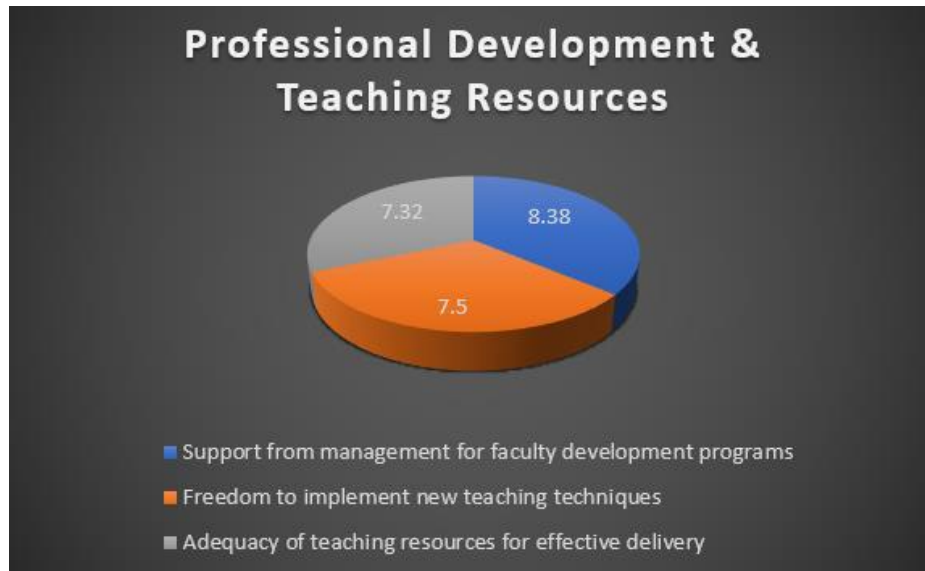**Analysis of feedback on curricular aspects:**

- Faculty rated the overall **curriculum quality** at a **mean score of 4.02**, indicating general satisfaction with its structure and content.

- The **clarity of course objectives** scored highly, with a mean of **4.58**, showing strong alignment between course aims and faculty expectations.

- **Student development opportunities** were rated at **3.71**, highlighting the need for enhanced focus on experiential learning and hands-on activities.

- **Balance between theory and practice** in the curriculum was scored **3.67**, suggesting that while the curriculum is strong theoretically, more practical applications could improve it.

Table 2: Feedback on Professional Development and Teaching Resources

Sl. No.	Professional Development & Teaching Resources	Mean Score
1	Support from management for faculty development programs	8.38
2	Freedom to implement new teaching techniques	7.5
3	Adequacy of teaching resources for effective delivery	7.32

Analysis of Feedback on Professional Development and Teaching Resources:
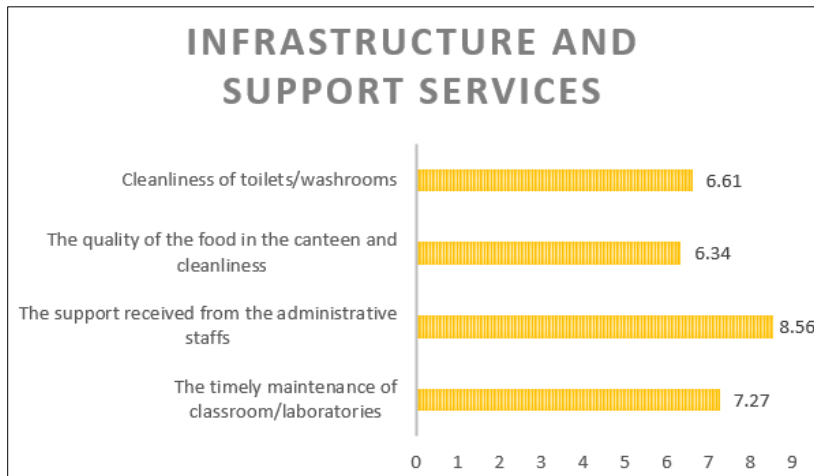
- **Management Support for Development Programs:** Faculty rated the support for professional development initiatives highly, with a mean score of 8.38.

- **Innovation in Teaching:** Faculty felt they had considerable freedom to implement new teaching techniques, scoring this area 7.5.

- **Teaching Resources:** The adequacy of teaching resources was rated 7.32, indicating that improvements in resource availability could enhance teaching effectiveness.

Table 3: Feedback on College Infrastructure and Support Services

Sl. No.	Infrastructure and Support Services	Mean Score out of 10
1	The timely maintenance of classroom/laboratories	7.27
2	The support received from the administrative staffs	8.56
3	The quality of the food in the canteen and cleanliness	6.34
4	Cleanliness of toilets/washrooms	6.61

Analysis of College Infrastructure and Support Services:

- **Classroom and Lab Maintenance:** The timely maintenance of these facilities was rated 7.27, showing satisfaction but suggesting room for improvement.

- **Administrative Staff Support:** This area received a high rating of 8.56, reflecting strong satisfaction with the support from administrative staff.

- **Canteen and Washroom Cleanliness**: Both areas received lower ratings, with the canteen's cleanliness at 6.34 and washrooms at 6.61, indicating the need for significant improvements.

Key Findings

Key Strengths

1. **Curriculum Clarity and Objectives**:

   o Faculty rated the **clarity of course objectives** highly with a mean score of **4.58**, indicating strong alignment between course goals and faculty expectations.

   o The **overall curriculum quality** was rated positively at **4.02**, showing satisfaction with the structure and relevance of the curriculum.

2. **Professional Development**:

   o **Support from management for faculty development programs** received a high score of **8.38**, reflecting strong institutional backing for faculty growth.

   o Faculty appreciated the **freedom to implement innovative teaching techniques**, as reflected in a score of **7.5**.

3. **Administrative Support**:

   o The **support from administrative staff** was rated very positively with a mean score of **8.56**, highlighting the efficient and helpful nature of the administrative services provided to faculty.

4. **Student-Centric Learning**:

   o Faculty indicated satisfaction with the **use of experiential and participatory learning methods** in the curriculum, scoring **4.27**, which supports active and engaging learning environments.

Areas for Improvement

1. **Balance Between Theory and Practice**:

    o   The **balance between theory and practical application** in the curriculum was rated at **3.67**, suggesting a need for incorporating more hands-on learning experiences, projects, or internships to enhance practical skills.

2. **Adequacy of Teaching Resources**:

    o   The score of **7.32** for **teaching resources** indicates that while generally adequate, there is still room for improvement in the availability and quality of resources provided for effective curriculum delivery.

3. **Infrastructure Maintenance**:

    o   **Timely maintenance of classrooms and laboratories** was rated at **7.27**, indicating that while maintenance is generally good, further attention to timely repairs and upgrades could enhance the teaching environment.

4. **Cleanliness of Washrooms and Canteen**:

    o   **Cleanliness of washrooms** scored **6.61** and **canteen cleanliness and food quality** received a score of **6.34**, both of which indicate areas for improvement. Ensuring higher standards of cleanliness in common areas is essential for creating a more comfortable environment for faculty and students.

Conclusion

The overall feedback from the 2022–2023 academic year shows that St. Aloysius College provides a supportive and innovative academic environment for its faculty. While the curriculum and professional development opportunities are highly rated, improvements in infrastructure maintenance, particularly cleanliness, and enhanced teaching resources will further strengthen the faculty experience.

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