


# TEACHERS' FEEDBACK ANALYSIS REPORT

**2021–2022**



ST. ALOYSIUS COLLEGE

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ELTHURUTH, THRISSUR**



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Elthuruth, Thrissur, Kerala - 680 611, India

Affiliated to the University of Calicut & Aided by the Govt. of Kerala  
Reaccredited by NAAC in the Third Cycle with Grade B++  
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Criterion 1

1.4.1 Teachers' Feedback Analysis Report (2021-2022)

## TEACHERS' FEEDBACK ANALYSIS REPORT

### 2021–2022

*Mode of feedback collection* : Online (Google Forms)

*Target group* : Faculty Members who Taught at St. Aloysius College in  
2021-2022 academic year

### Introduction

St. Aloysius College prioritizes feedback from its teaching faculty to continuously improve the academic environment and curriculum delivery. This report analyzes the 2021–2022 faculty feedback with a focus on curriculum quality, teaching resources, professional development, and infrastructure. The insights will help in shaping policies and improving teaching methodologies.

### Methodology

The Internal Quality Assurance Cell (IQAC) at St. Aloysius College initiated a comprehensive teacher feedback process for the 2021–2022 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.
- **Infrastructure and Faculty Services:** Quality of classrooms, laboratories, and other facilities.





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#### 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

##### Section 1: Feedback on Curricular Aspects

Table 1. Feedback on Curricular Aspects

Sl. No.	Curricular Aspect	Mean Score out of 5
1	The course curriculum was of high standard	3.97
2	The curriculum and subject content help students	3.78
3	Curriculum provides ample opportunities for student development	3.77
4	Student-centric experiential/participatory learning methods were used	4.19
5	Aims and objectives of the course were clear to faculty	4.34
6	The course/syllabus has a good balance between theory and practice	3.84
7	The syllabus of the program is revised occasionally	4
8	The reference books provided in the syllabus are appropriate	3.94





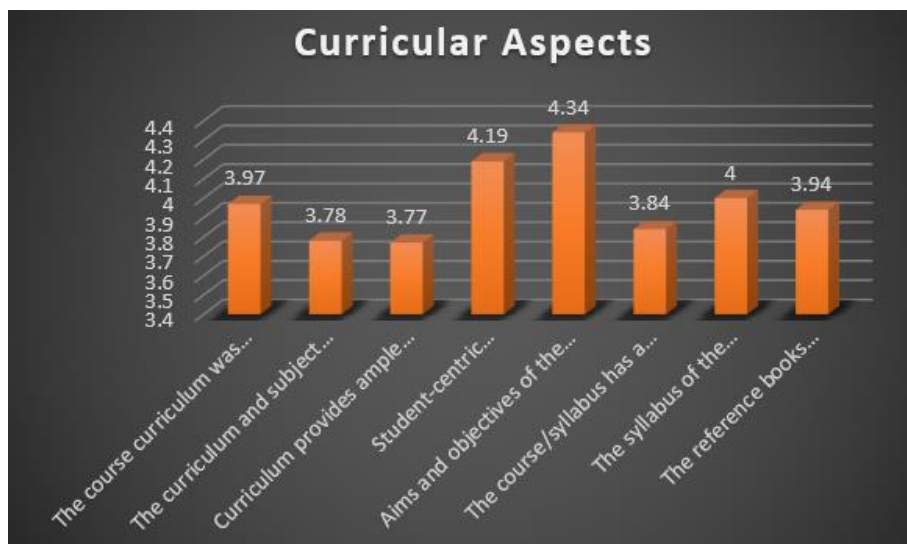
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### Analysis of the Feedback on Curricular Aspects

- **Curriculum Quality:** Faculty rated the curriculum's overall quality at 3.97, indicating general satisfaction.
- **Clarity of Objectives:** Highly rated at 4.34, showing strong alignment between course goals and faculty expectations.
- **Student-Centric Learning:** Scored 4.19, reflecting positive feedback on experiential and participatory learning methods.
- **Balance of Theory and Practice:** Scored 3.84, suggesting a need for more practical applications.

## Section 2: Feedback on Professional Development and Teaching Resources

Table 2. Feedback on Professional Development and Teaching Resources

Sl. No.	Professional Development & Teaching Resources	Mean Score out of 10
1	Support from management for faculty development programs	8.02
2	Freedom to implement new teaching techniques	7.33
3	Adequacy of teaching resources for effective delivery	6.92





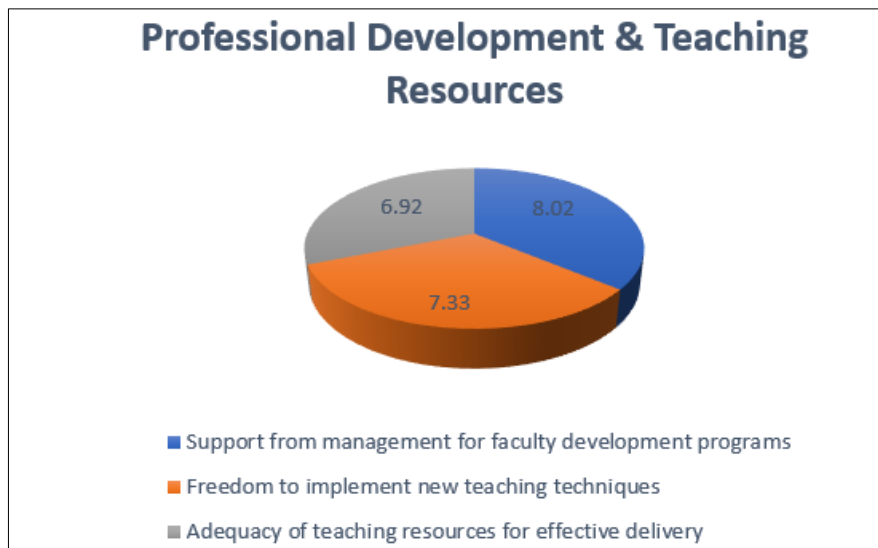
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## Analysis of the Feedback on Professional Development and Teaching Resources

- **Management Support:** Strong institutional backing for faculty development, rated at 8.02.
- **Freedom in Teaching:** The ability to explore new teaching methods was rated positively at 7.33.
- **Teaching Resources:** Adequacy of resources scored 6.92, indicating some room for improvement.

## Section 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 staff	8.28
3	The quality of the food in the canteen and cleanliness	7
4	Cleanliness of toilets/washrooms	6.86





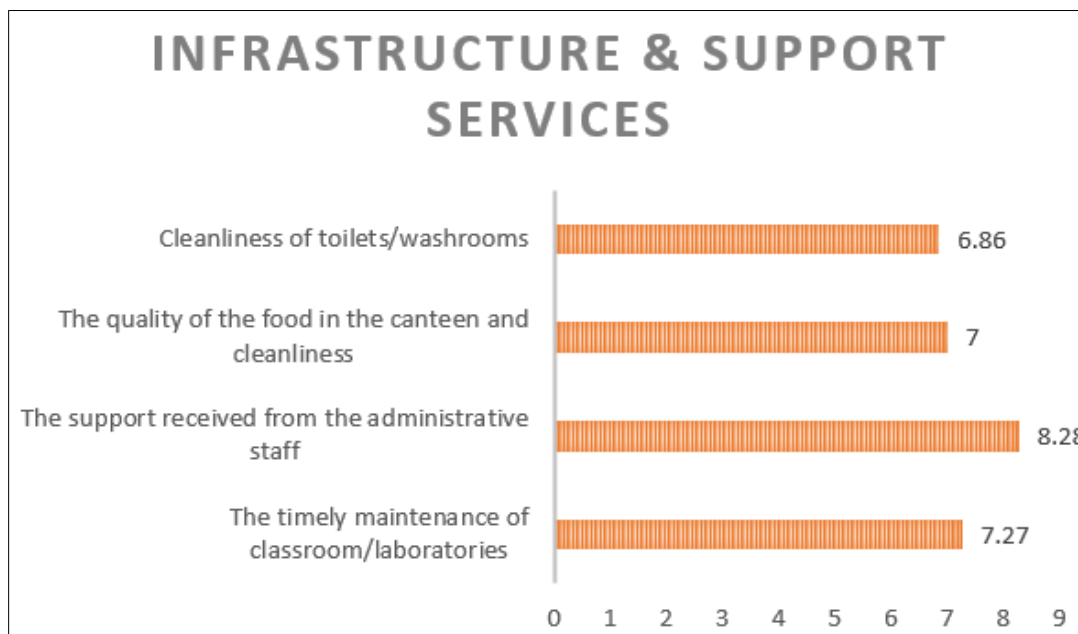
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## Analysis of the Feedback on College Infrastructure and Support Services

- **Classroom and Lab Maintenance:** Scored 7.27, indicating satisfaction but with room for improvement.
- **Administrative Support:** Faculty were highly satisfied, with a rating of 8.28.
- **Canteen and Washroom Cleanliness:** Both areas received lower scores (7.00 and 6.86), highlighting a need for improvement.

## Key Findings

### Key Strengths:

### Curriculum Quality and Clarity

The curriculum received a high rating of 3.97, indicating overall satisfaction with its quality and structure. Faculty rated the clarity of course objectives highly at 4.34, showing strong alignment between course goals and faculty expectations.

### Student-Centric Learning

Experiential and participatory learning methods were rated positively with a score of 4.19,





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indicating faculty appreciation for student-centered teaching approaches.

### **Support for Professional Development**

Strong support from management for faculty development programs was evident, with a high mean score of 8.02. Faculty enjoyed considerable freedom to implement innovative teaching techniques, as indicated by a score of 7.33.

### **Administrative Support**

The administrative staff's support was highly appreciated by the faculty, receiving a score of 8.28, reflecting efficiency and helpfulness in faculty services.

### *Areas for Improvement*

#### **Balance Between Theory and Practice**

The balance between theoretical and practical applications in the curriculum was rated at 3.84, suggesting a need to incorporate more hands-on learning experiences, projects, or internships to enhance practical skills.

#### **Adequacy of Teaching Resources**

With a score of 6.92, teaching resources were seen as adequate but with room for improvement. Enhancing the availability and quality of resources could further support effective curriculum delivery.

#### **Infrastructure Maintenance**

The timely maintenance of classrooms and laboratories scored 7.27. While generally satisfactory, there is a need for more proactive maintenance and timely upgrades to enhance the teaching environment.

#### **Cleanliness of Shared Spaces**

Cleanliness in washrooms and canteen facilities was rated lower (6.86 and 7.00, respectively). Improving the cleanliness and hygiene of these shared spaces is crucial to provide a comfortable and welcoming environment for faculty and students.





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## Conclusion

The overall feedback for the 2021–2022 academic year reflects general satisfaction with curriculum quality, teaching freedom, and administrative support. However, improvements are needed in infrastructure maintenance, particularly in the cleanliness of shared spaces, and the availability of teaching resources.



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