S. S. JAIN SUBODH P.G. COLLEGE, JAIPUR

(Affiliated to the University of Rajasthan, Jaipur)
Awarded A++ with 3.82 CGPA by NAAC
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FACULTY FEEDBACK ANALYSIS

&

ACTION TAKEN REPORT

INTERNAL QUALITY ASSURANCE CELL (IQAC)

S. S JAIN SUBODH P.G COLLEGE JAIPUR

A REPORT ON THE FEEDBACK OF STAKEHOLDERS

2021-22

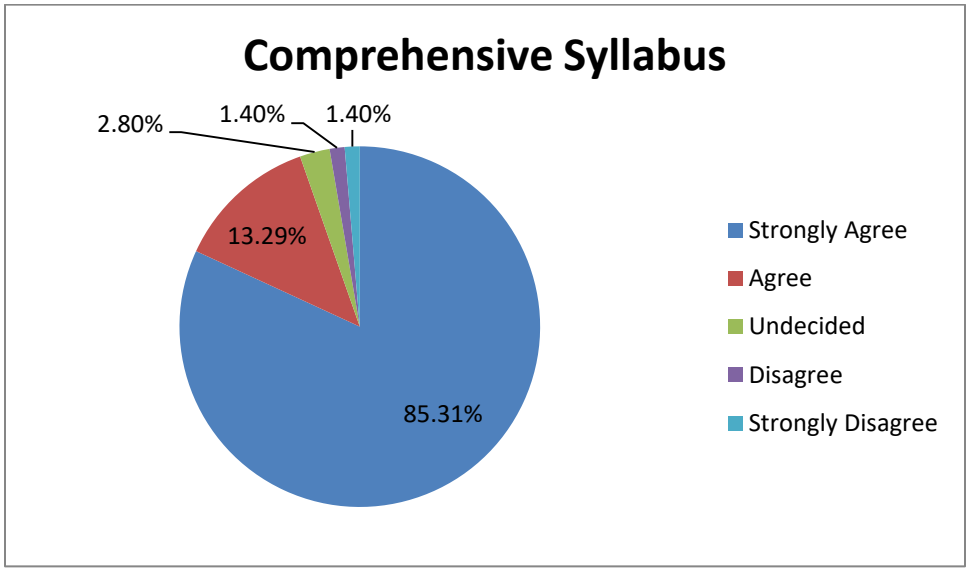
The IQAC cell of S. S Jain Subodh PG College feels that it is important to prioritize the needs of students and continuously strive to provide high quality education that prepares students for their future careers. By taking and analyzing the feedback from students, faculty, academic peer and alumni, the institution can address the areas that need improvement and enhance the overall quality of Teaching-Learning process. Feedback was obtained from students by asking them to fill a feedback form; teachers were provided with a questionnaire which included various aspects of curriculum like clarity of course objectives, effectiveness of course contents and activities. IQAC utilized the Alumni Meet and other reunion meetings to solicit the feedback from alumni, while the feedback from peer was taken on their visits to the institution on seminars, practical exams, workshops, etc. The feedback was based on the following parameters.

I. Outcome of Curriculum and Course Content
II. Course Activities
III. Teaching-Learning Process
IV. Miscellaneous

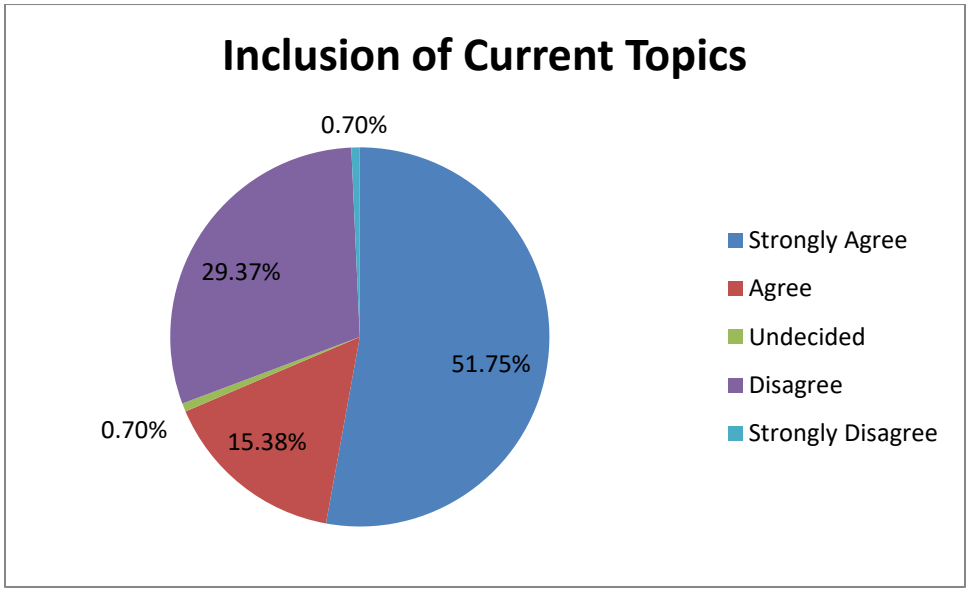
Faculty Feedback Analysis

2021-2022

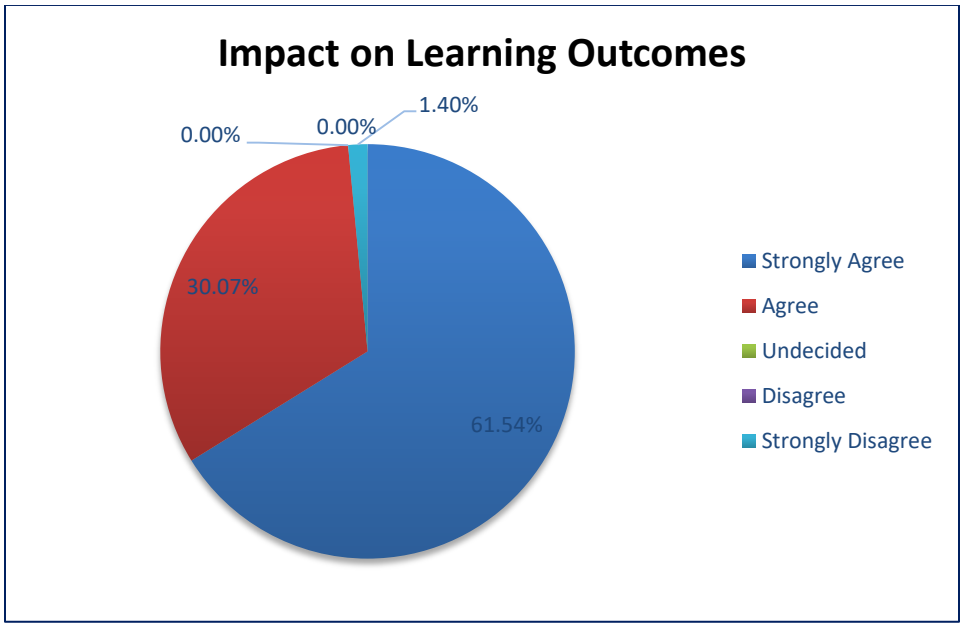
1. Comprehensive syllabus



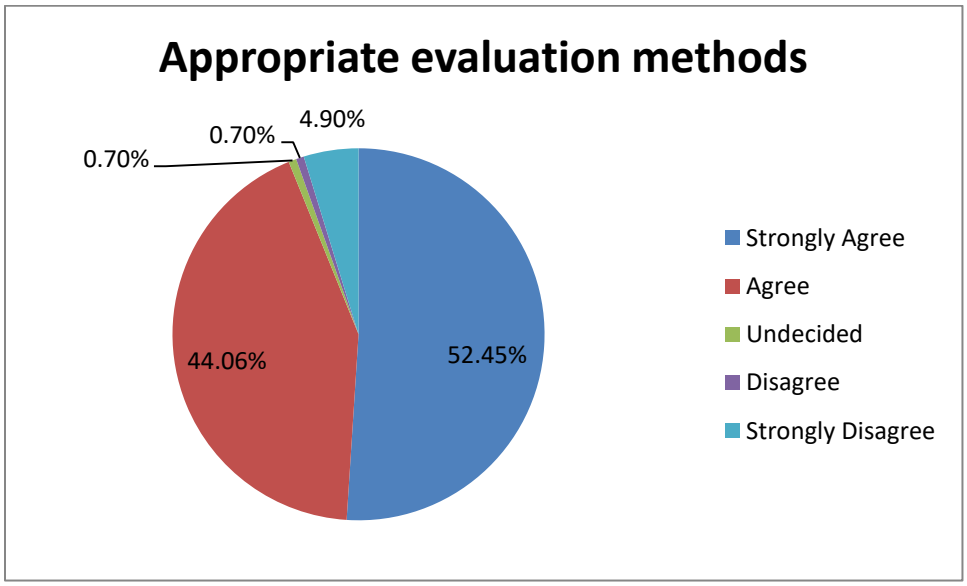
2. Inclusion of current topics



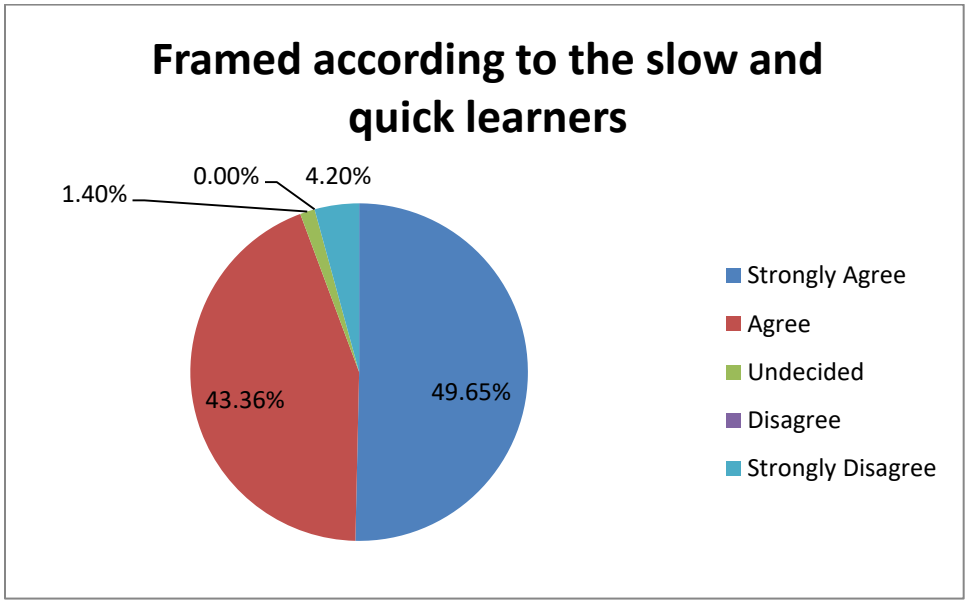
3. Impact on learning outcomes



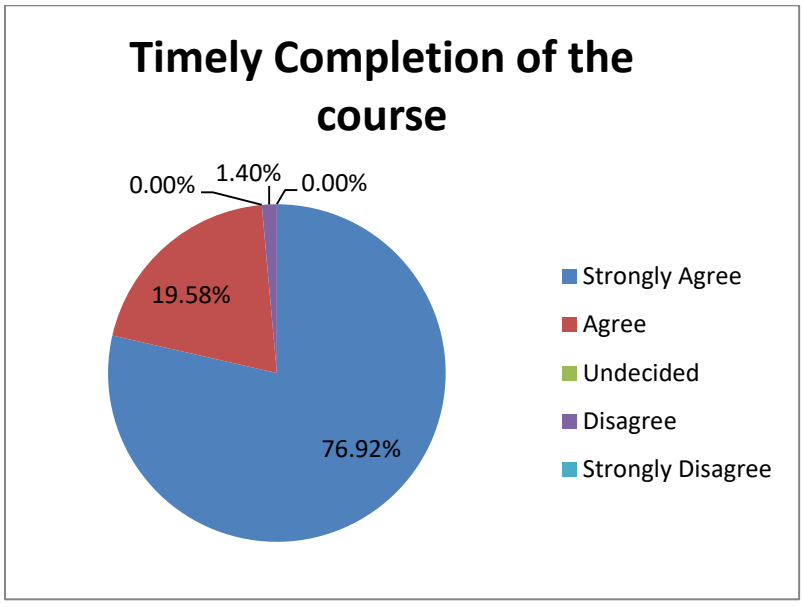
4. Appropriate evaluation methods



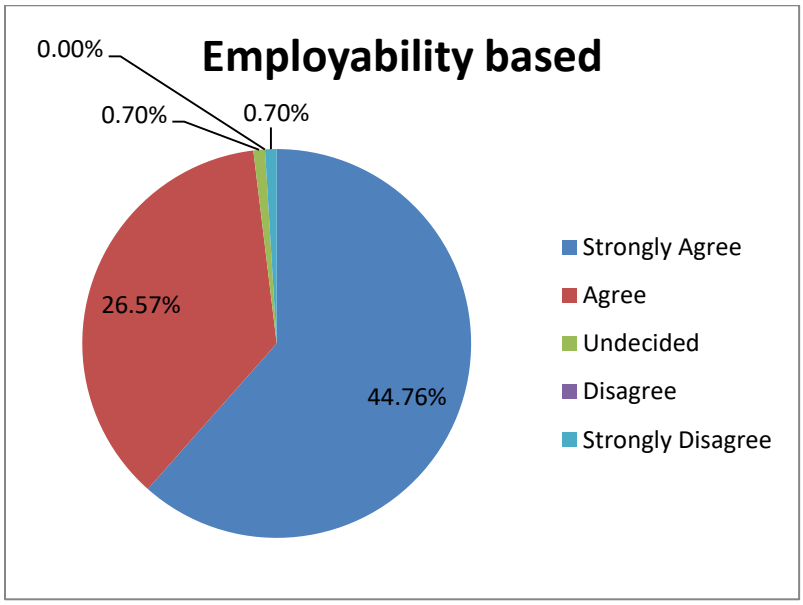
5. Framed according to the slow and quick learner.



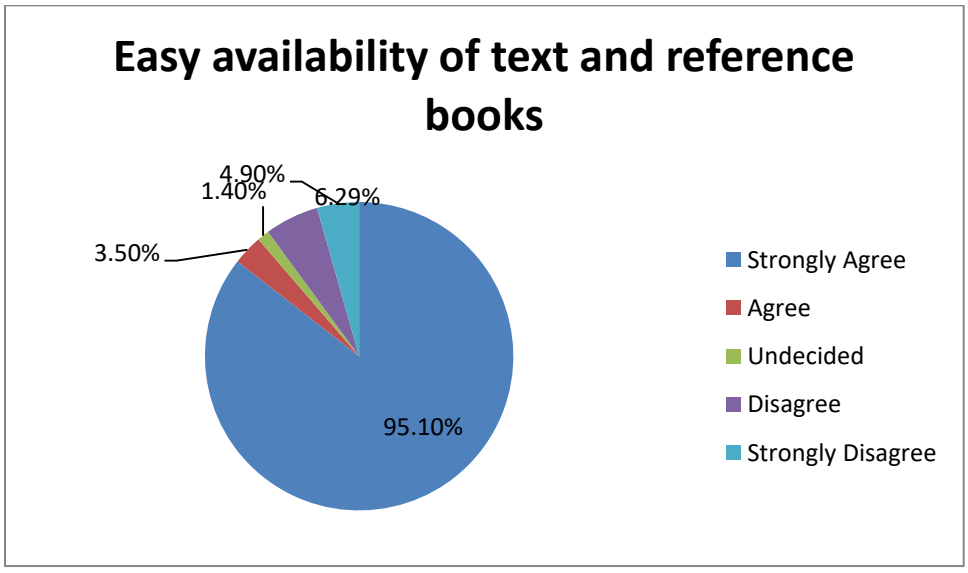
6. Timely completion of course.



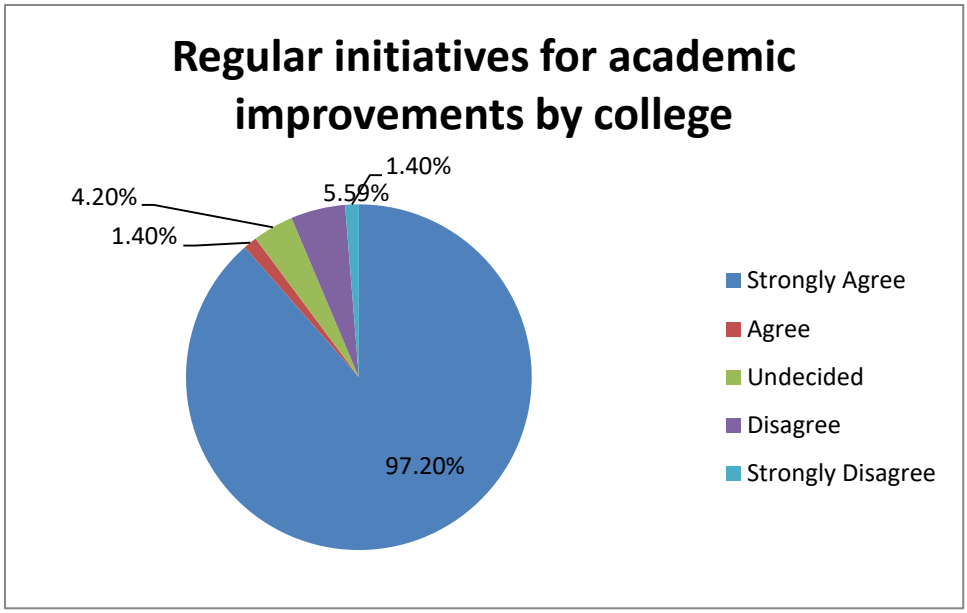
7. Employability based



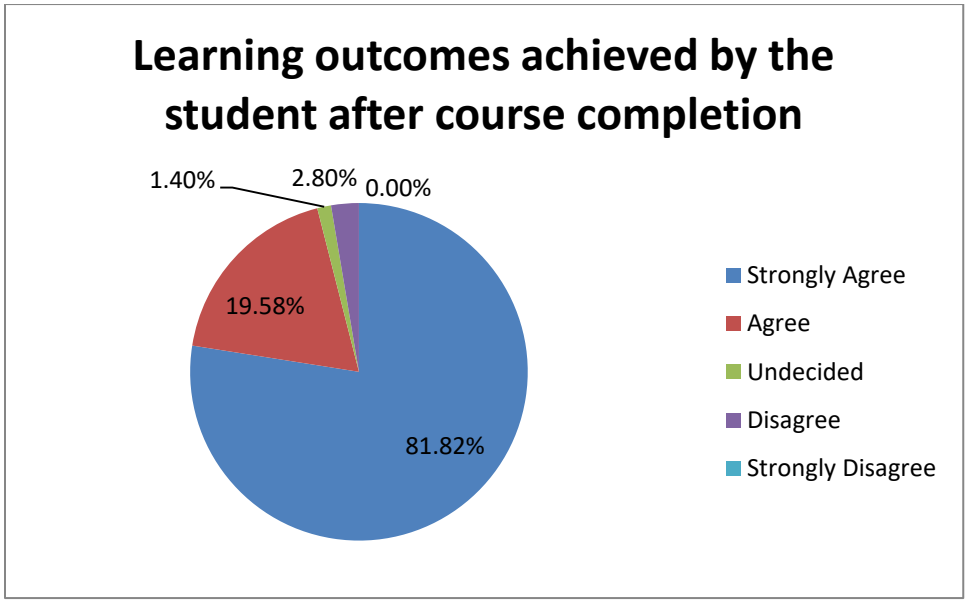
8. Easy availability of text and reference books.



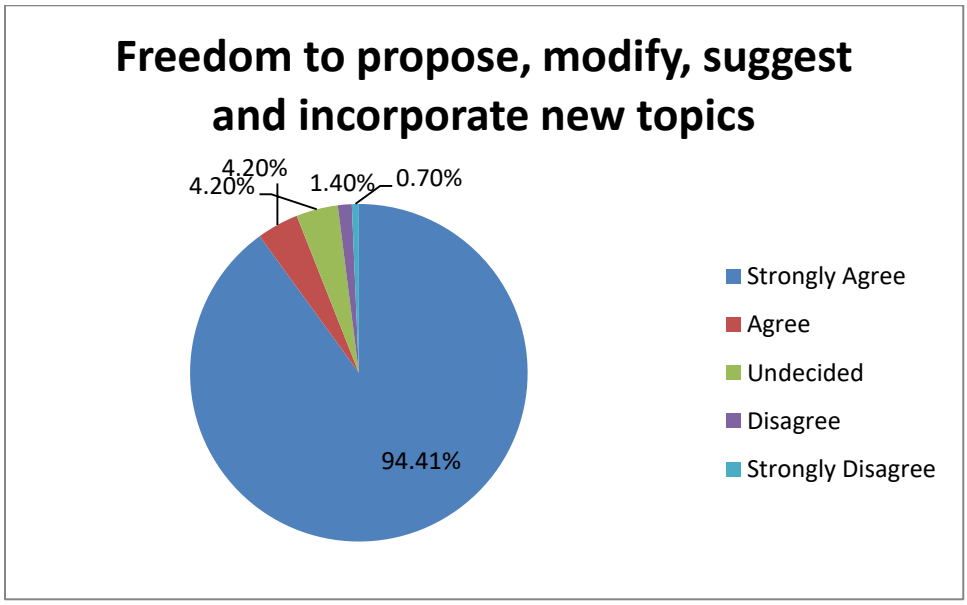
9. Regular initiatives for academic improvement by the college.



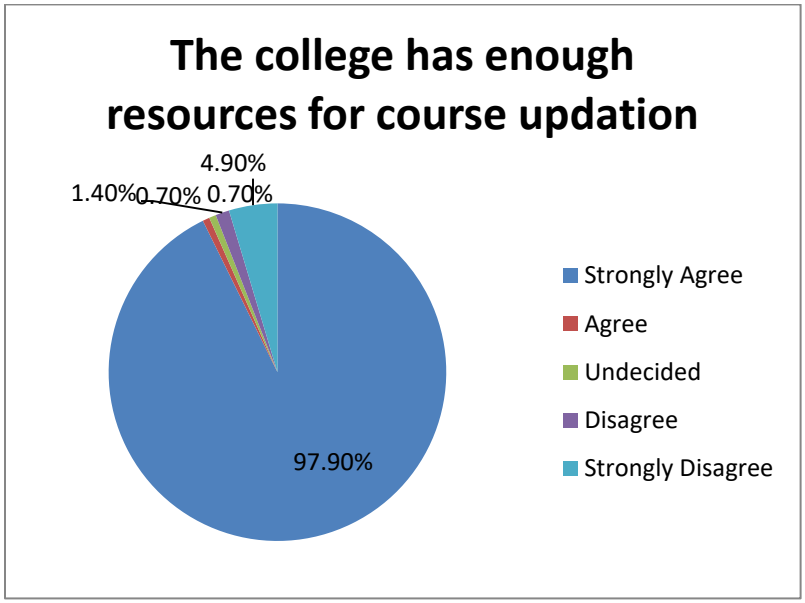
10. Learning Outcomes achieved by the students after course completion



11. Freedom to propose modify, suggest & incorporate new topic



12. The college has enough resources for course updation



Analysis of Faculty Survey

- **Comprehensive syllabus**

  85.31% of the faculty feels that the syllabus is quite comprehensive and the study framework is excellent. Also the syllabus responds to the emerging research and practical needs of the field. 2.80% of the faculty was undecided.

- **Inclusion of current topics**

  51.75% of the respondents agreed that the syllabus is set up according to the latest requirement and relevance. The institution is satisfied with the feedback in this parameter and encourages the faculty to look into needs and responses of students as well as to bolster the teaching learning process.

- **Impact on learning outcomes**

  61.54% of the faculty felt strongly that the course outcomes are well defined and clear. 30.07% were agreeable while 1.40% did not agree.

- **Appropriate evaluation methods**

  52.45% of the respondents were happy with the evaluation methods while 4.9% strongly disagreed. The institution needs to work on this parameter and this has been conveyed to the Controller of Examination.

- **Framed according to the slow and quick learner.**

  49.65% of the faculty felt that the syllabus caters to both slow and quick learners. 4.2% does not agree and 1.4% is undecided.

- **Timely completion of course.**

  46.9% of the faculty believes that the course is completed on time. While 21.4% does not agree and feels that more time is required to complete the syllabus as they have to take extra classes. 10% is undecided on this issue.

- **Employability based**

  34.76% of the respondent agrees that the syllabus is employability based while 10.7% is undecided.

- **Easy availability of text and reference books.**

  65.1% of the faculty have rated the facilities in terms of library, digital library and Wi-Fi for learning, teaching and evaluation as very good. 24.9% of the faculty disagreed.

- **Regular initiatives for academic improvement by the college.**

  54.2% rated the college's efforts to prepare the teaching staff to utilize the technological and academic framework as satisfactory. Workshops. FDP's and follow up sessions have been held so that teachers can stay updated and orient their pedagogical methodologies accordingly.

- **Learning Outcomes achieved by the students after course completion**

  61.8% of the faculty felt that the learning outcomes of course were achieved by the student while 12.8% disagreed. 1.4% were undecided.

- **Freedom to propose modify, suggest & incorporate new topic**

  74.4% of the faculty felt that they had the freedom to make more deification in the syllabus while 14.2% were undecided. 12.1% disagreed on these parameters.

- **The college has enough resources for course updation**

  67.9% of the respondents felt that these were sufficient resources in the college for course Updation while 10.70% were undecided. 16.3% felt that the resources were insufficient.

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ACTION TAKEN REPORT

Action Taken Report on Feedback Analysis 2021-2022

1. Outcome of Curriculum and Course Content

68.25% felt that the curriculum was well structured and organized. 69% students agreed that the course curriculum was highly effective in the development of skills while 14.9% were undecided. 36.5% were happy with the effectiveness of course in skill development, while 14.9% were undecided. 67.9% of the teachers felt that the college has enough resources for up gradation. 66.53% of the alumni felt that the curriculum enhances personal skills and 61.5% felt that the curriculum enhances professional skills. 55.71% of the academic peer felt that the curriculum prepares students for life skills. Being a constituent of University of Rajasthan, Subodh College follows the designated syllabus of University and incorporates some changes as per autonomy. During syllabus review and revision, the faculty shares the inputs from students in the Board of Studies and appropriate changes are made.

2. Course Activities

45.7% of the academic peer were happy that the curriculum fosters holistic development of students through participation in curricular and co-curricular activities. 61.92% of the alumni agreed that the course activities are relevant in job and job opportunities. 88.81% of the students were satisfied with the course activities available in the college like internships, field visits, guest lectures etc. The students felt that these activities were relevant for development of various skills for employment and self-employment. The departments have been encouraged to include more trips and excursions in their curriculum transactions so as to make Teaching-Learning an engaging process and move it beyond the confines of the classroom which had been curtailed due to the pandemic. The college aims to create a dedicated office or point person maybe the Nodal Officer to manage and promote field visits.

3. Teaching-Learning Process

51.4% of the students were highly satisfied with the transfer of knowledge by the teachers keeping the Covid pandemic in mind. 9.6% students expressed dissatisfaction with the online mode of instruction desiring for syllabus to be reduced. 50.45% of the faculty mentioned that the evaluation methods were appropriate but suggested that online evaluation methods need to be promoted on a larger scale due to the pandemic. As students wanted better dialogue between teachers and administration and students, suggestion boxes have been placed at convenient places for students to leave anonymous feedback on their institutional experience.

4. Miscellaneous

62% of the students wanted the online classes to be made more engaging, notes and lecture-recordings to be made available and logistical issues faced by them to be acknowledged and addressed appropriately. Due to staggered semesters and other difficulties, students wished for modification in timelines to add to their understanding in the virtual mode. The pandemic has been an unprecedented and unforeseen intrusion into the normal college life. Online classes are only a temporary measure to ensure safety of students and staff without allowing a gap in their education. Blogs and powerpoints by teachers' were uploaded on the college website to ensure continuity in studies. Section wise whatsapp and telegram groups were created in order to maintain the connection between faculty, students and mentors.