

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

(Affiliated to the University of Rajasthan, Jaipur)

Awarded A++ with 3.82 CGPA by NAAC

Awarded status of "College of Excellence" by UGC



STUDENTS 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

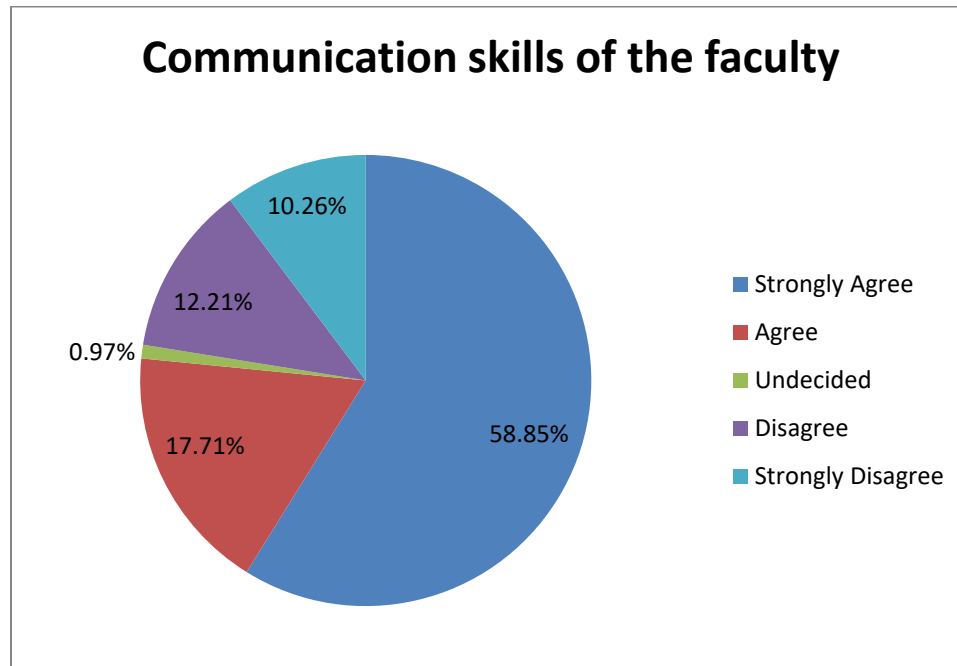
2021-22

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.

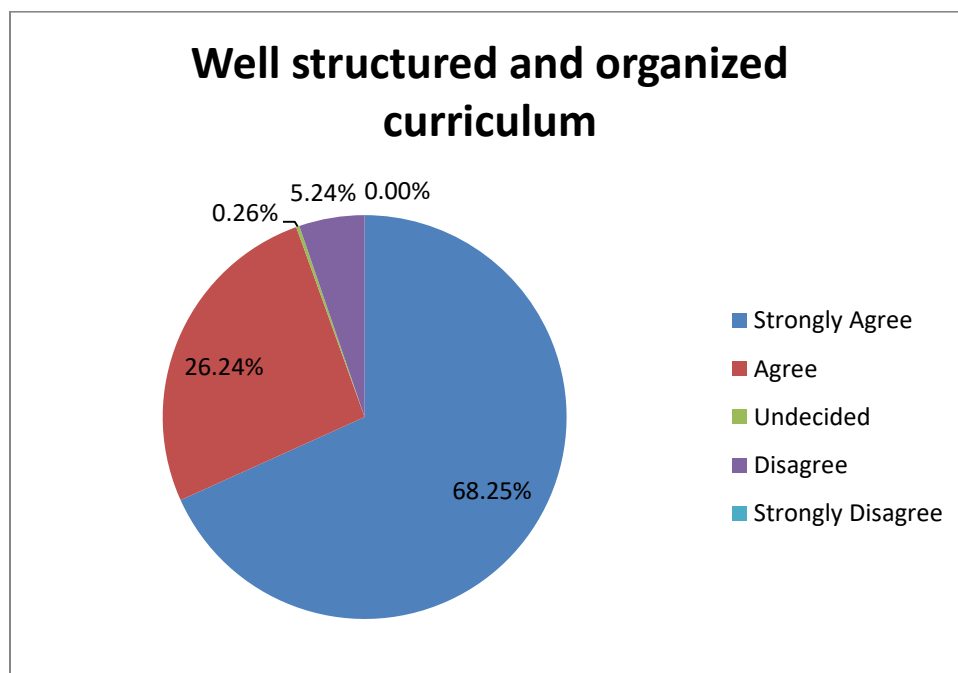
- I. Outcome of Curriculum and Course Content
- II. Course Activities
- III. Teaching-Learning Process
- IV. Miscellaneous

Student Feedback Analysis
2021-2022

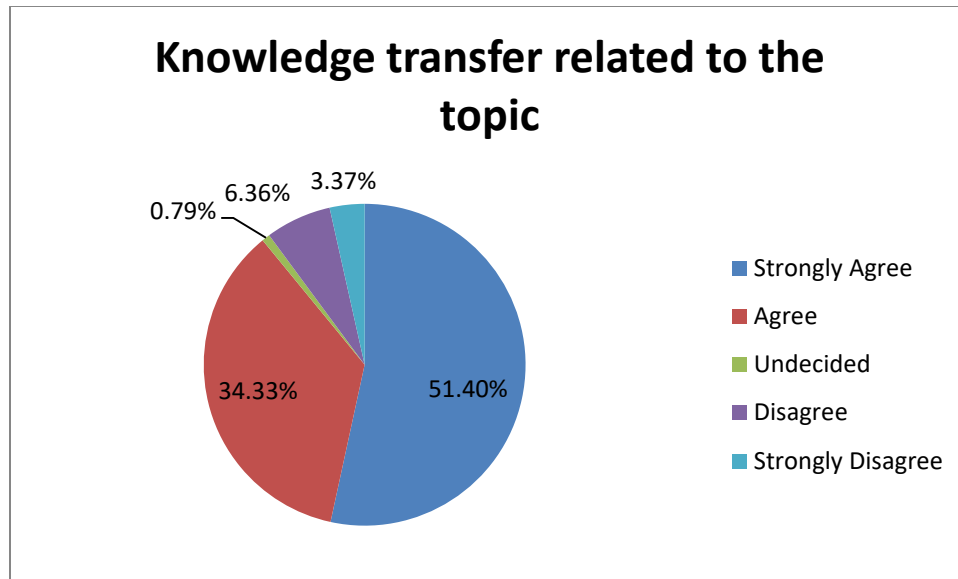
1. Communication skill of faculty



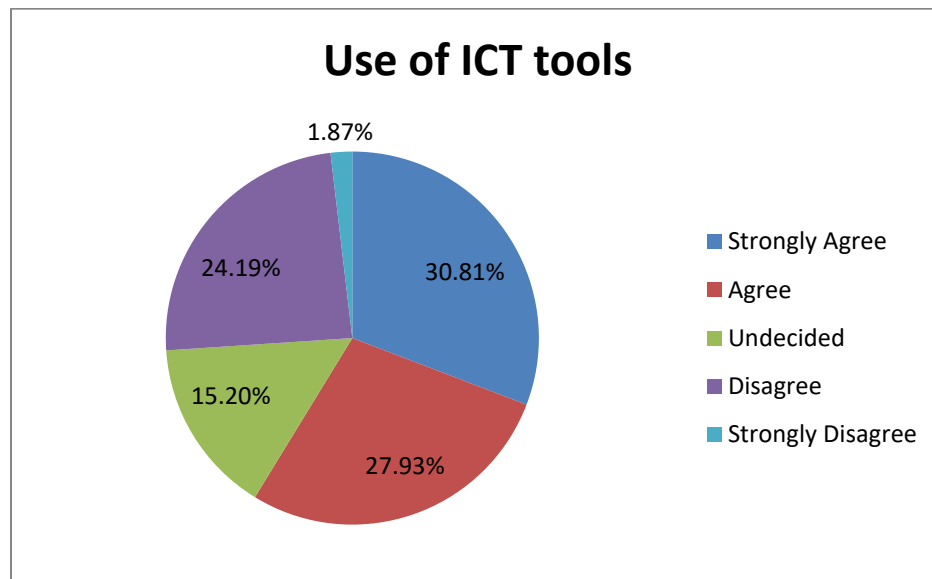
2. Well organized & Structured Curriculum



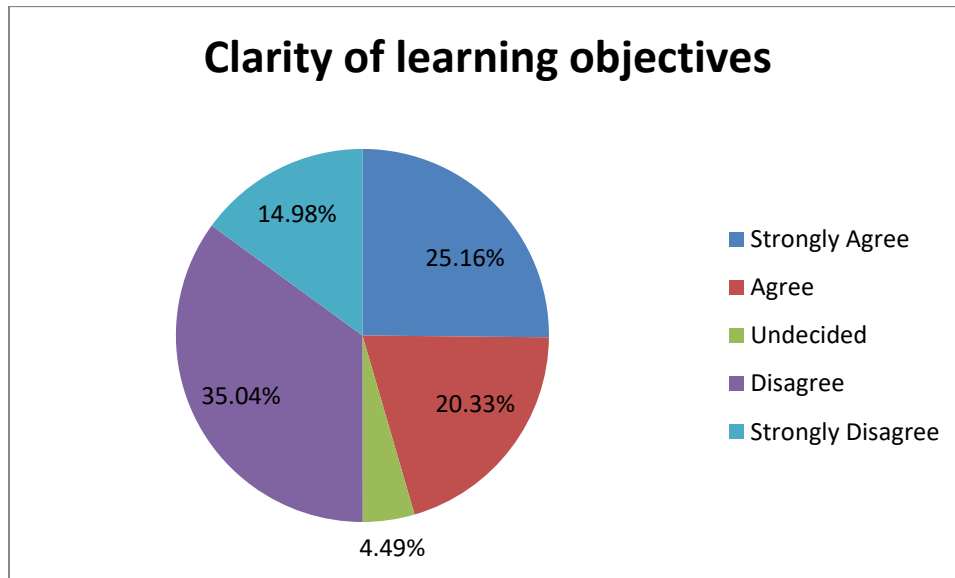
3. Knowledge transfer related to topic



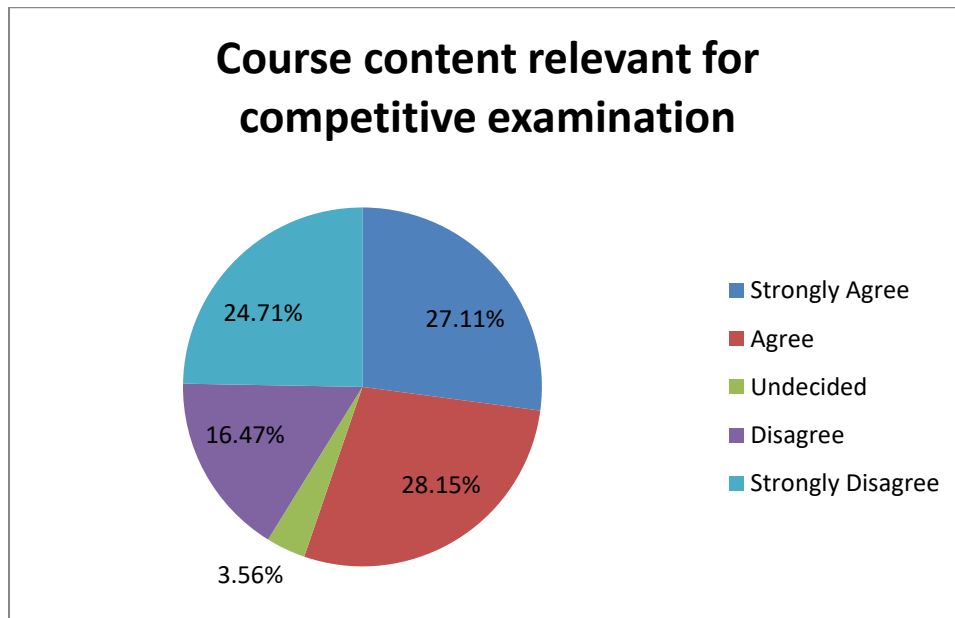
4. Use of ICT tools.



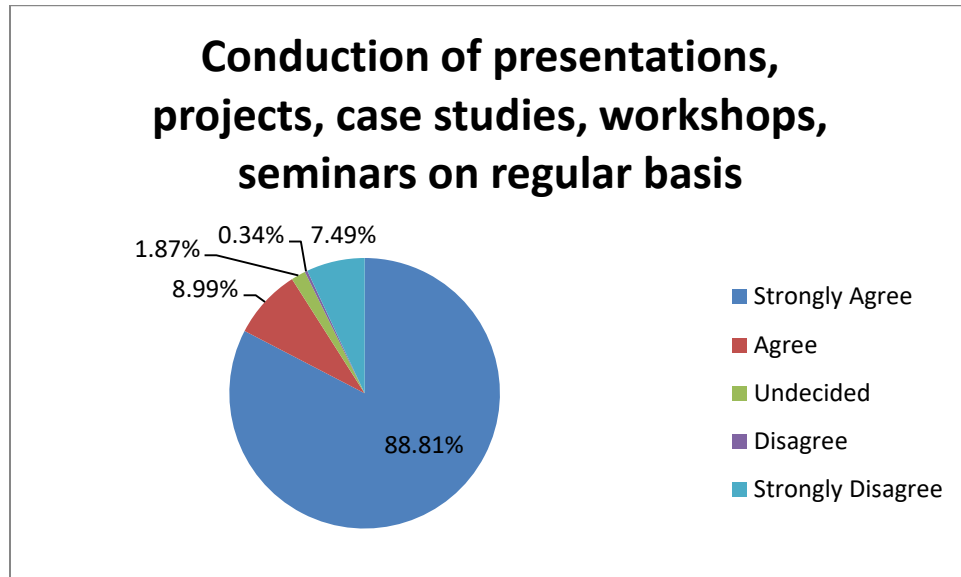
5. Clarity of learning objectives.



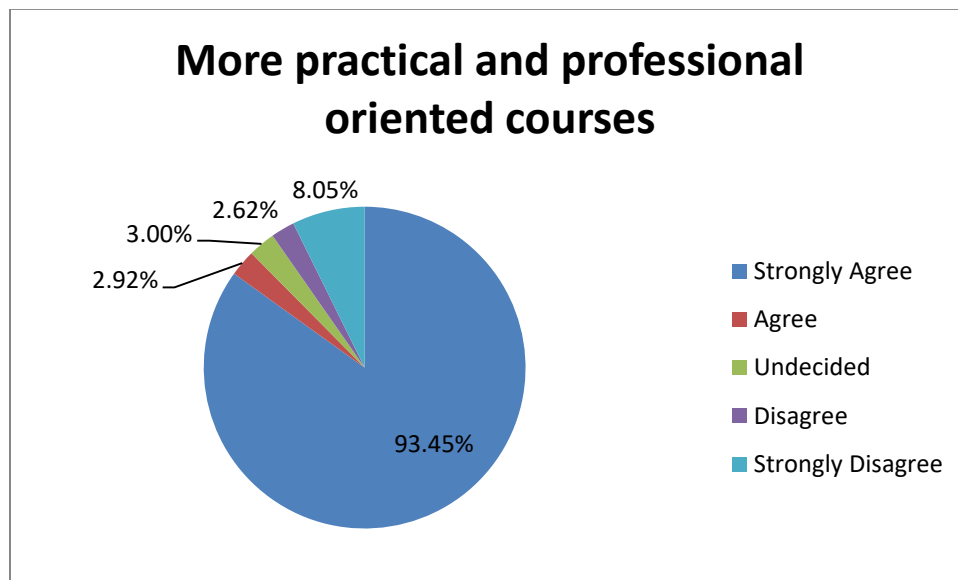
6. Course content relevant for competitive examinations.



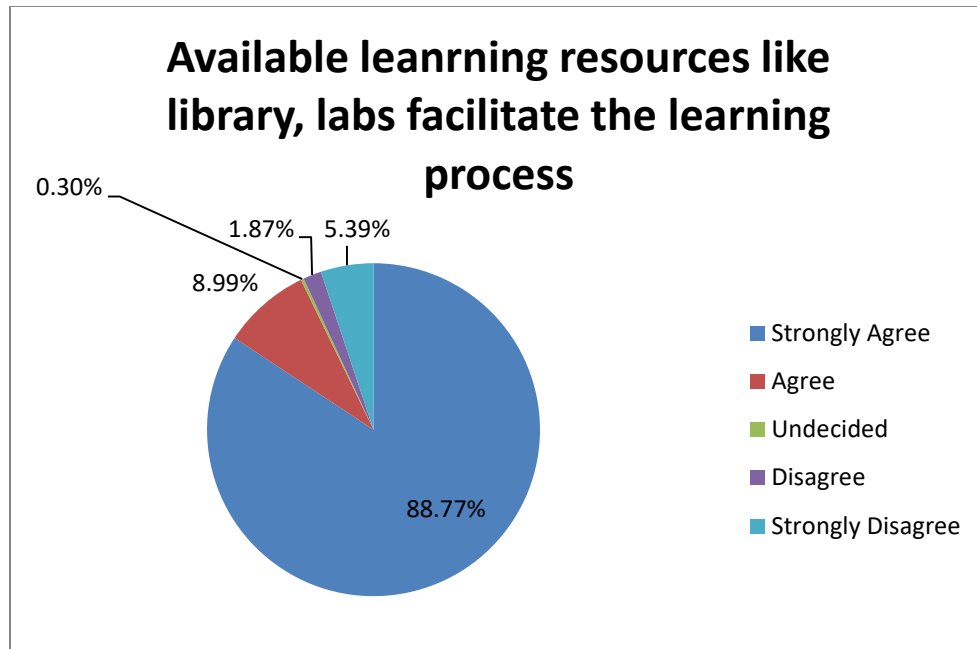
7. Conduction of presentation ,project, case studies, workshops.



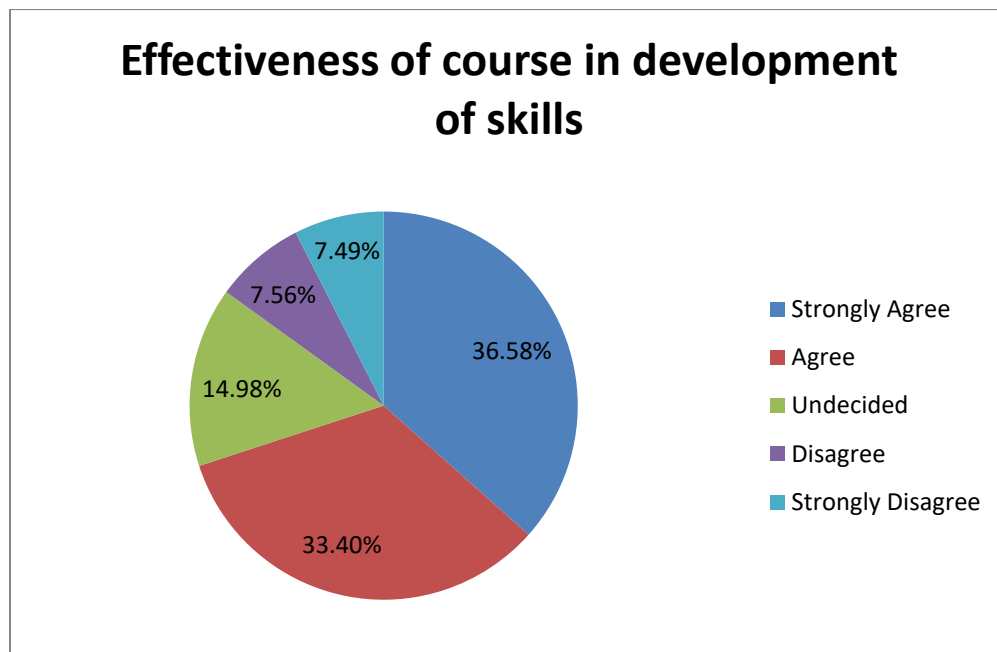
8. More practical and professional oriented courses.



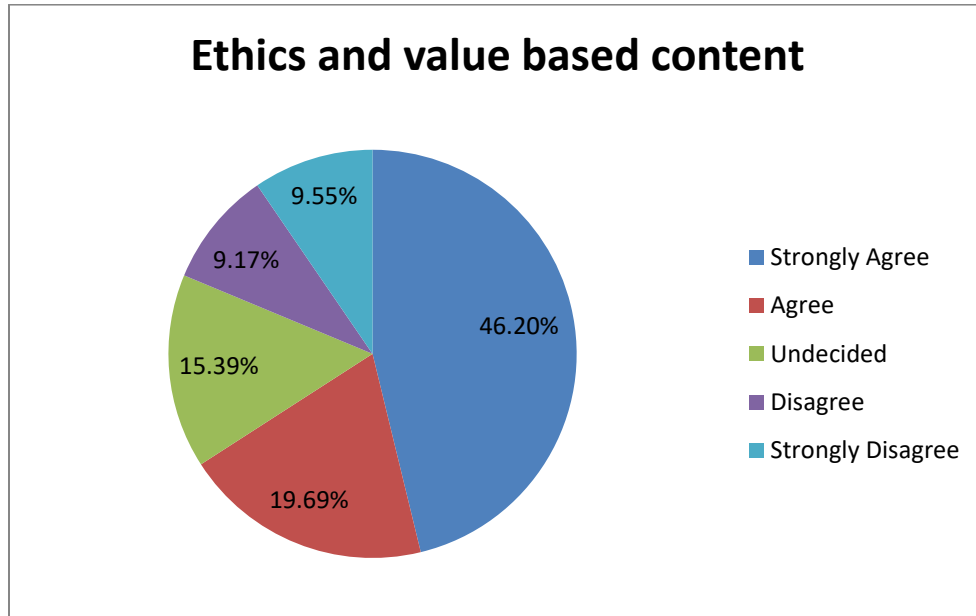
9. Available learning resources like library, labs facilitate the learning process.



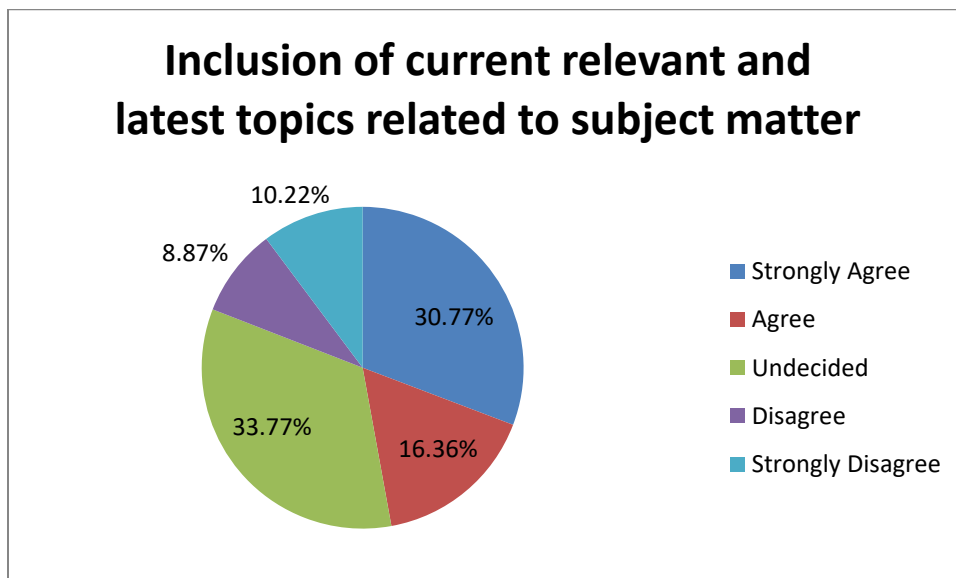
10. Effectiveness of course in development of skills



11. Ethics and value based content.



12. Inclusion of current relevant and latest topics related to subject matter



Analysis of Student Survey

❖ Communication skill of faculty

58% of the students were highly satisfied with the communication skills of the faculty while 12.21% disagreed.

❖ Well organized & Structured Curriculum

- 68.25% of the students felt that the curriculum was well organized & structured while 5.24% disagreed.

❖ Knowledge transfer related to topic

51.4% of the students were highly satisfied with the transfer of knowledge by the teachers. Specifically keeping the pandemic in mind, students expressed dissatisfaction with the online mode of instruction desiring for syllabus and consequent screen time to be reduced.

❖ Use of ICT tools.

58.7% of the students were satisfied with the usage of ICT tools while 25.9% felt that there was a lot of scope of improvement.

❖ Clarity of learning objectives.

45.4% of the students felt that the learning objectives were being met while 49.9% felt the opposite.

❖ Course content relevant for competitive examinations.

55.2% of the respondents agreed that the course incorporated content for competitive examinations while 3.56% were undecided.

❖ Conduction of presentation, project, case studies, workshops.

88.81% of the students were highly satisfied with the large number of projects, case studies, workshops being conducted on a regular basis while 8.7% of the respondents disagreed.

❖ More practical and professional oriented courses.

95% of the students wanted more practical and professional oriented courses while 3% were undecided.

❖ Available learning resources like library, labs facilitate the learning process.

88.7% of the students were highly satisfied with the availability of learning resources while 7.1% were not satisfied.

❖ **Effectiveness of course in development of skills**

69.9% students agreed that course and curriculum were highly effective in development of skills while 14.9% were undecided.

❖ **Ethics and value based content.**

46.2% of the respondents were satisfied with the ethics and value based content of the syllabus while 18.6% disagreed.

❖ **Inclusion of current relevant and latest topics related to subject matter**

47% of the students felt that the curriculum included latest topics while 33.7% were undecided.

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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.