

St. Xavier's College Thumba

Thiruvananthapuram, Kerala

A knowledge Society with Compassion Equity and Justice

Action Taken Report on Feedback Report Stated in the Minutes of College Governing Body & Stakeholder Feedback Report



IQAC
St. Xavier's College Thumba
www.stxaviersthumba.org

Extract from Minutes of College Governing Body meeting on 1st August
2018

Action taken report on feedback analysis from different stakeholders had been submitted to college Governing body by the Principal through College Council, on recommendation of IQAC. College Governing body, in its meeting, approved the report after discussion. Governing body authorized the Principal to take necessary action as per the feedback analysis report.

**ACTION TAKEN REPORT ON CURRICULUM FEEDBACK
OBTAINED FROM VARIOUS STAKEHOLDERS**

IQAC collected feedback on curriculum from various stake holders; alumnae, parents, students and teachers. The collected feedback was analysed and the report was submitted to the college council. Since the institution is an affiliated college, its role in curriculum design is nominal. However, IQAC intimated the feedback reports to the members of the concerned Board of Studies and members in the Syllabus Revision Committee. They in turn brought the matter to the notice of the University. The syllabus of various programs undergoes timely revision and most of the concerns are addressed in the revised syllabus.

Issue addressed: Teachers and students pointed out the imbalance between portions to be covered and the time allotted for the same.

Action taken: College Level Monitoring Committee was asked to address the issue. Teachers of various departments who participate in the different stages of the revision of the syllabus was intimated about the issue.

Issue addressed: The first semester complimentary paper of Botany and Biotechnology with physics-based topics was too complicated.

Action taken: Teachers took extra classes and remedial classes to address the issue. Along with that, teachers gave representation to syllabus revision committee and revised syllabus incorporated major changes.

Issue addressed: The students in their feedback had requested for more field- based studies.

Action taken: The department, therefore arranged more field based studies. Also, in semester 3 and 4, the portions (theory and practical) were too heavy. The teachers have given representation to the university and the University organized workshops for the resolution of the matters concerned.

Issue addressed: The course taught to second semester chemistry students (cheminformatics) was not interesting.

Action taken: Teachers arranged expert classes to make the topic interesting. The matter was brought to the notice of university and syllabus was revised accordingly in 2017, including two new units which satisfied the students.

Issue addressed: All the stake holders, except teachers, from department of Economics commented that the complimentary paper (mathematics) was very difficult to study for the arts students. Majority of students in B.A. Economics hadn't studied mathematics in higher secondary level. The teachers opined learning mathematics equip the students to pursue a career in economics and will help them to develop quantitative skills.

Action taken: To address the issue, the department in collaboration with mathematics department offered orientation programs and classes on basic mathematics to students to solve their difficulty in studying mathematics.

Issue addressed: With regard to the common paper in English, students and teachers alike disapproved the workload in terms of the number of contact hours and the volume of the syllabus.

Action taken: The matter was brought to the notice of the University by teachers.

Issue addressed: Parents and alumnae suggested that in addition to the prescribed syllabus, there is a growing need for the introduction of a training program or value-added course to improve the employability skills of students.

Action taken: IQAC submitted the feedback report to college council and council had asked all the departments to start value – added courses in their

programs to improve employability skills of students. As per the recommendation, various value-added courses were offered by different departments. All the departments are conducting various value added courses in their respective program. The different suggestions regarding curriculum from different stakeholders were brought into the notice of university through proper channel.

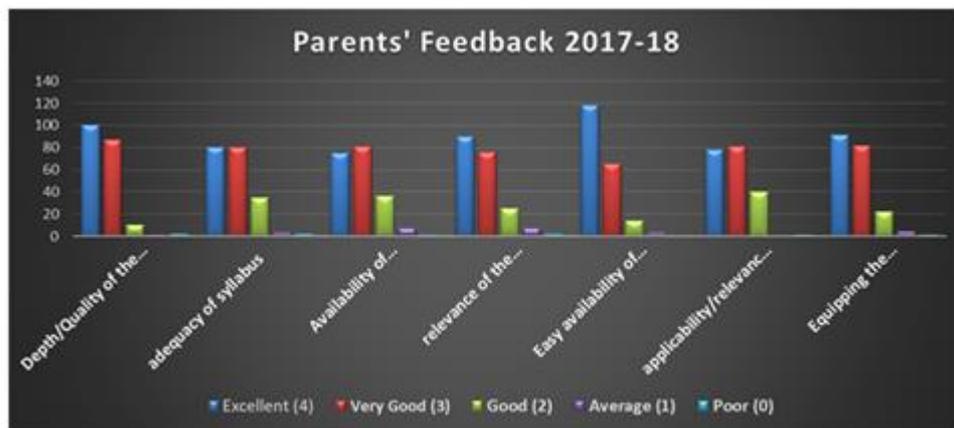
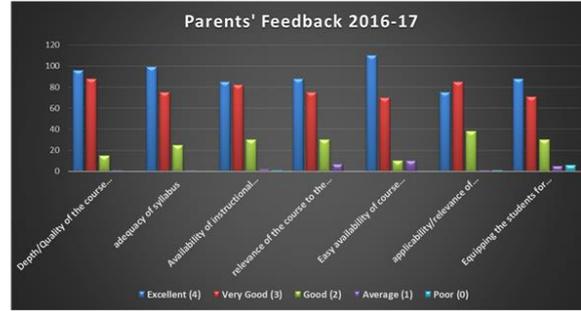
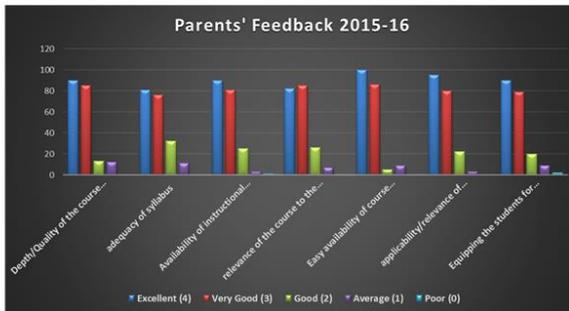
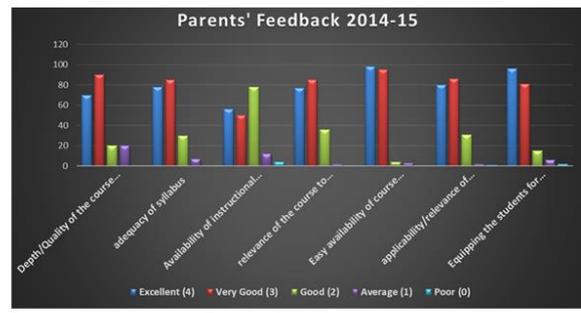
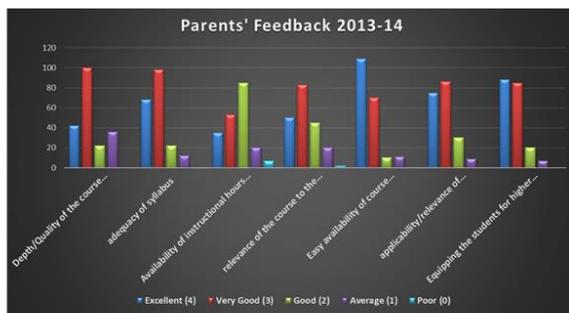
Stakeholder Feedback Report

Analysis on Curriculum Feedback

The college is keen on assessing the feedbacks on curriculum from its stakeholders namely parents, alumni, students and teachers. After receiving the feedbacks in the structured format, the IQAC analyses them and report is submitted to the staff council and the management.

Parent's Feedback on Curriculum

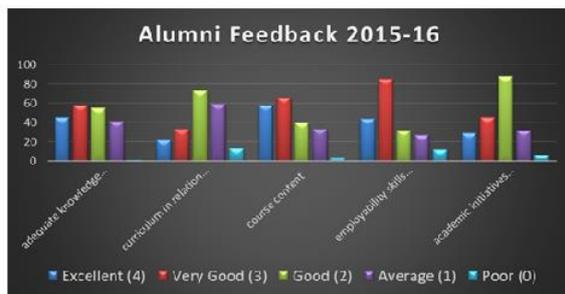
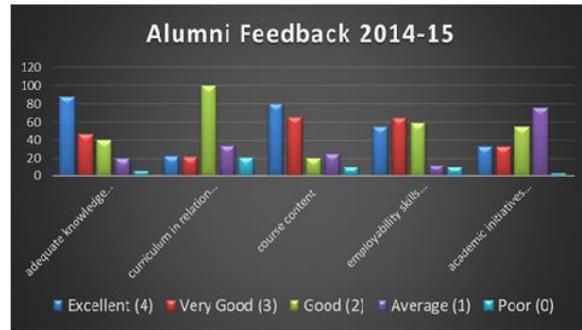
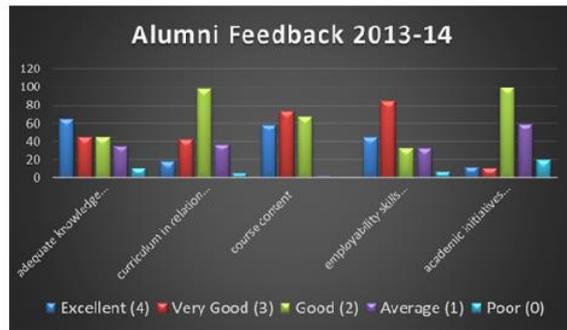
The IQAC collects feedback on curriculum from parents during the PTA meetings held at the department. After analyzing the feedback, the report was submitted to the college council. A graphical representation of feedback collected from parents for the last five years is provided. Feedback studies revealed that parents are satisfied with the curriculum. Some of the parents were concerned about the availability of instructional hours for the completion of the curriculum and on the employability. They commented that the semester system is strenuous. Since most of them are from economically backward state, the parents were concerned about the employability of their children. They enquired the possibility of giving additional training which helps the students to get employed immediately after the completion of program. A few parents shared their concern about the possibility of higher studies.



Alumni Feedback on Curriculum

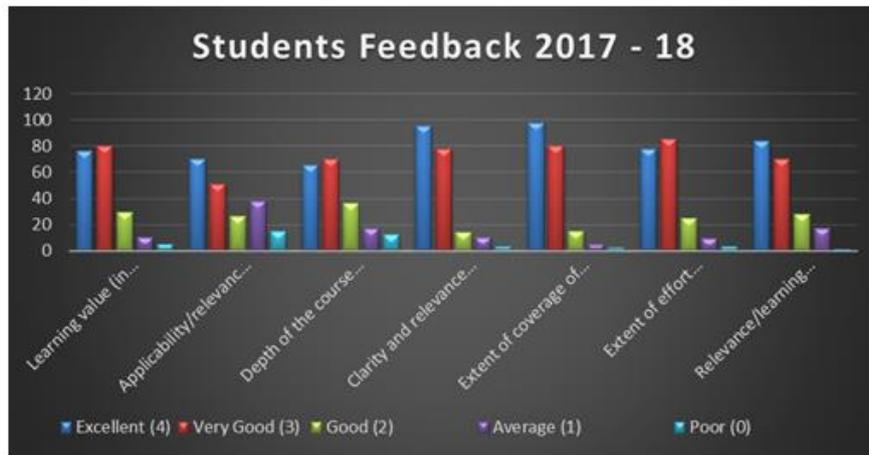
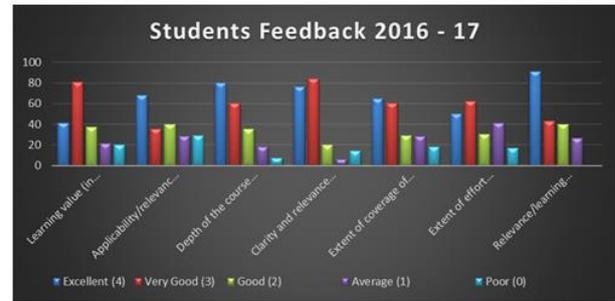
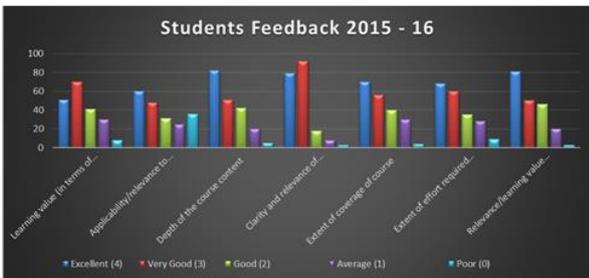
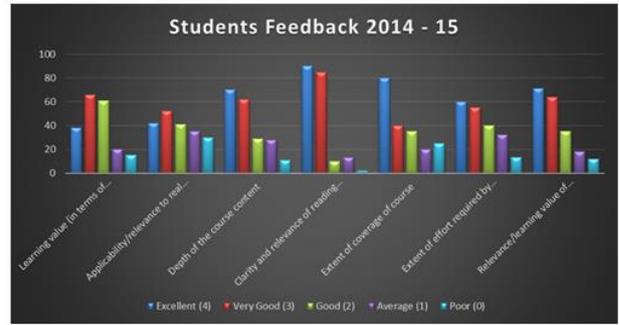
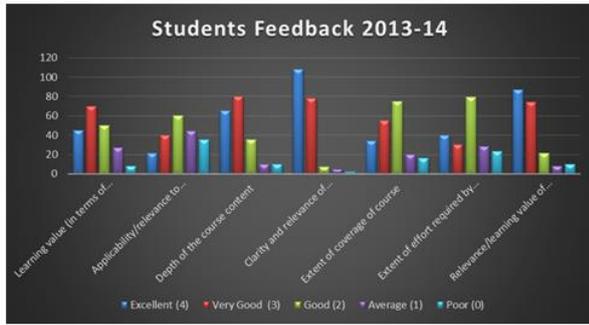
The alumni feedback was collected annually on the annual alumni meet held on 1st May every year. The data collected has been analyzed and the results given below. Nearly 45 % of alumni commented that knowledge gained during study was very good. As per alumni feedback, the relation of curriculum to job was rated as good. More than 50 % of alumni are employed outside their field of study. Initiatives taken by the college to bridge the gap between industry & academia was rated as good. They

suggested to have more value – added course in the respective programs so that the employability skills will be enhanced.



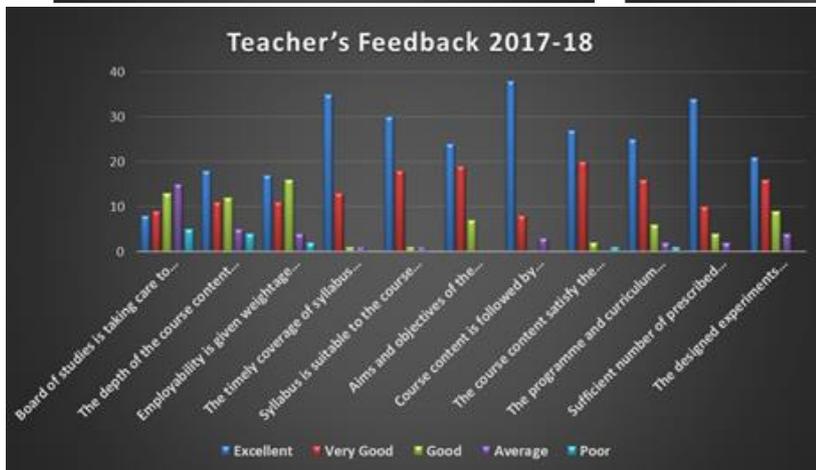
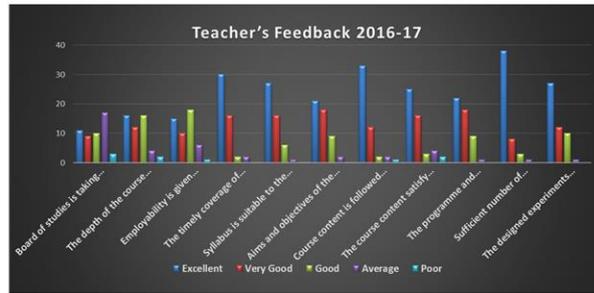
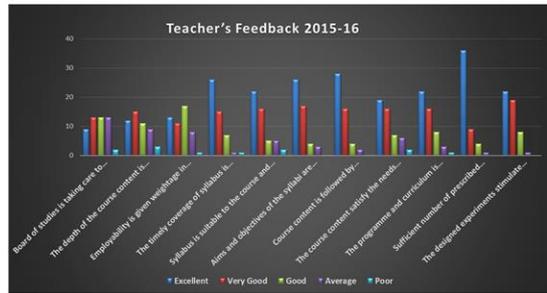
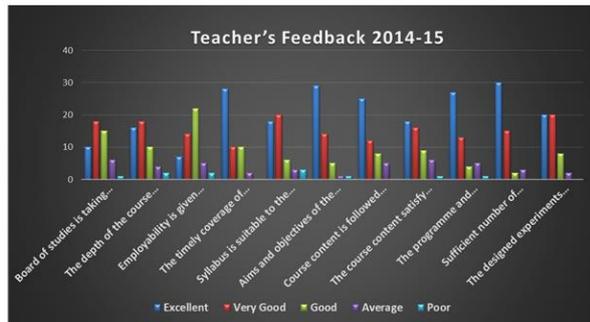
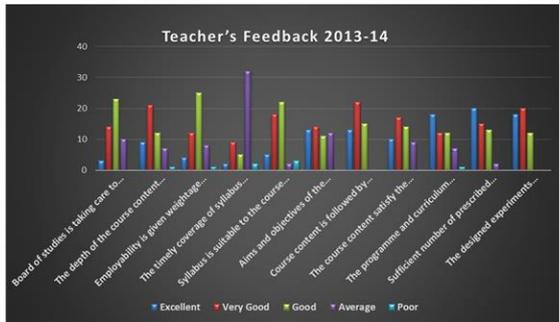
Students Feedback on Curriculum

The feedback on curriculum from students were obtained from all students after the end of each semester. Students opinion on syllabus are measured in a four- point scale (poor-0, average-1, Good-2, Very good-3, Excellent-4). For analysis, a random sample of feedback of 200 students from all the departments of the college selected with a proportional representation to each program. The data collected has been analyzed and the results given below.



Teachers Feedback on Curriculum

Feedback from all the teachers are collected at the end of every semester and were analyzed by the IQAC. The teachers opinion on curriculum were expressed in the feedback. The IQAC submits the feedback to college council. Since our institution is an affiliated college, the suggestions from teachers were brought to the notice of university either through the BOS members or representations were given directly to the Registrar. The teachers also attend various curriculum revision workshops to address their issues regarding curriculum.



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Teachers of various departments have participated in the different stages of the revision of the syllabus. The first semester complimentary paper of Botany and Biotechnology with physics-based topics was too complicated. The teachers gave representation to syllabus revision committee and revised syllabus incorporated major changes. The students in their feedback has requested for field- based studies. The department has arranged more field based studies. Also, in semester 3 and four, the portions (theory and practical) are too heavy. The teachers have given representation to the university and the University organized workshops for the resolution of the matters concerned.

The course taught to second semester chemistry students (cheminformatics) was not interesting. It was noticed that the students of colleges under Kerala university have same opinion. The matter was brought to the notice of university and syllabus was revised accordingly in 2017, including two new units which satisfied the students.

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