



**DEVASWOM BOARD COLLEGE
THALAYOLAPARAMBU**
(Affiliated to Mahatma Gandhi University, Kottayam)

CRITERION I
Curricular Aspects

Submitted to
The National Assessment and Accreditation Council
(NAAC)
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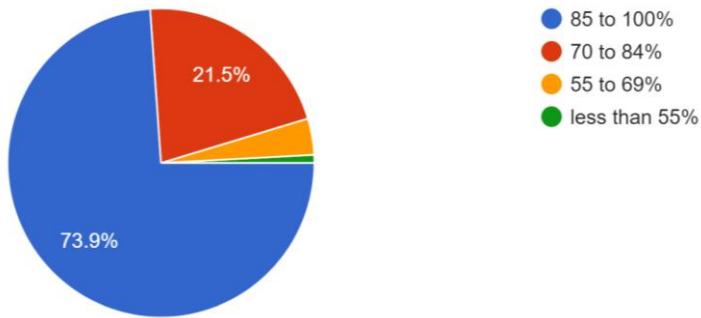
1.4.1: Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

FEEDBACK ANALYSIS REPORT

2019-2020

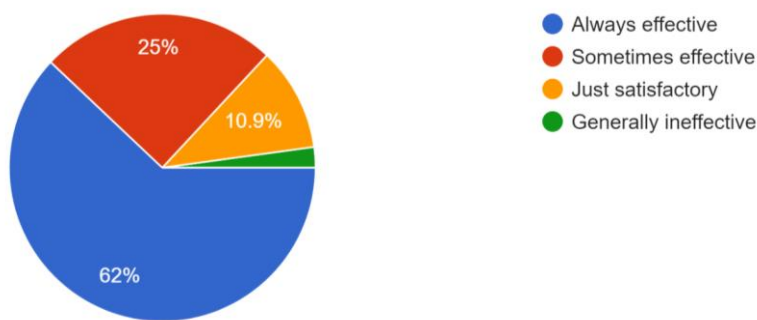
The institution values all the suggestions and recommendations by students, teachers, parents and alumni. Hence feedback from all these stakeholders are taken during every academic year. The feedback committee comprises a coordinator and a team of teachers to collect the feedback at the end of every academic year. The student's feedback survey comprises queries on course content, internal evaluation, assessment of teachers on regularity, clarity of topics covered, timely completion of syllabus etc. and their overall impression on the institution. The students are also expected to give suggestions on teaching and the areas demanding improvisation. The parent's feedback on curricular aspects, co-curricular activities and infrastructural facilities are obtained yearly during the parents meeting conducted in each department. Feedback from faculties are also collected in order to figure out the requirements and assistance needed for each department. Infrastructural, equipment and academic demands of each department are gathered from the feedback. Alumni feedback is collected once a year. The alumni members give feedback on overall development of the institution, departmental activities, infrastructural facilities etc. All feedback obtained is consolidated by the feedback committee and a detailed report is given to the IQAC coordinator. Based on the report, IQAC asks the teachers to take necessary actions to implement the suggestion of students and parents. IQAC also prepares an action plan on infrastructural and other developmental activities required in the institution which is presented before the college council for implementation.

1. How much of the syllabus was covered in the class?



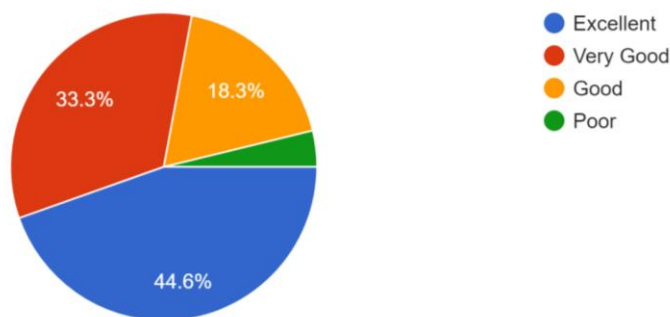
Majority of students (74%) felt that at least 85% of the syllabus was covered. This suggests that they were satisfied with the comprehensiveness of the class. Overall, the feedback suggests that the majority of students were satisfied with the syllabus coverage. However, there are some areas for improvement.

2. How well were the teachers able to communicate?



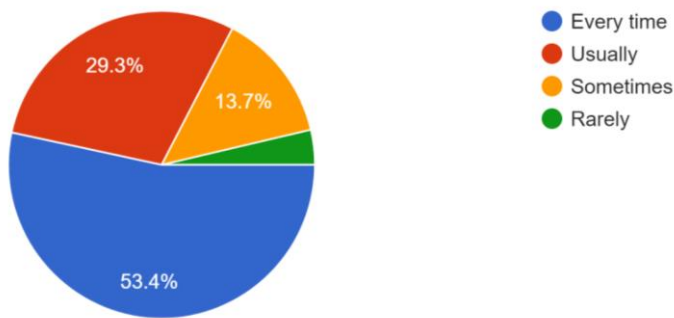
Most of the students (62%) felt that teachers were always effective communicators. Approximately one-third of students (36%) had concerns about teacher communication. Gathering more detailed feedback on specific communication strengths and weaknesses could be helpful.

3. The teaching method of teacher can be best described as;



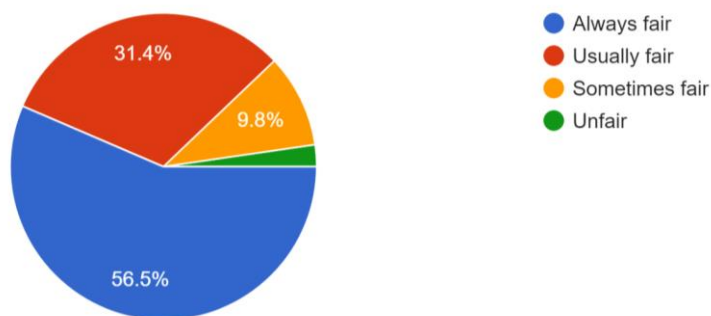
The feedback suggests that the teacher's teaching methods are generally well-received by students.

4. Does the teacher explain the concepts through examples and applications?



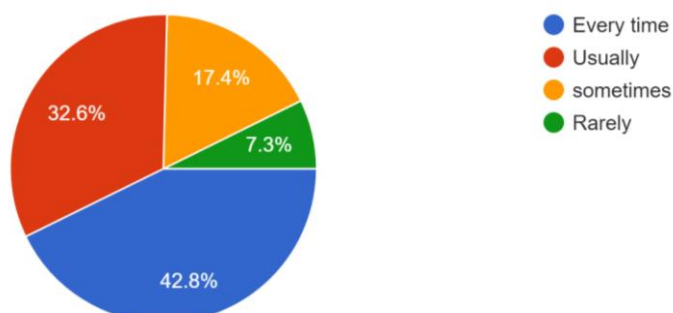
Based on the data provided, it seems students had mixed experiences with the teacher's use of examples and applications to explain concepts. Yet, the response suggests that a significant majority of students found the teacher's use of examples and applications helpful for understanding concepts.

5. Fairness of the internal evaluation process by the teacher



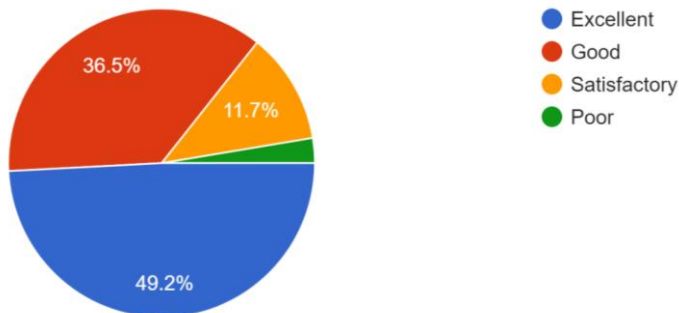
56.5% of students felt the evaluation process was always fair, 31.4% felt it was usually fair. This combined positive response suggests that a vast majority of students (87.9%) perceived the evaluation process as fair, indicating trust and confidence in the teacher's assessments.

6. Does the teacher inform you about your expected course outcomes and program outcomes?



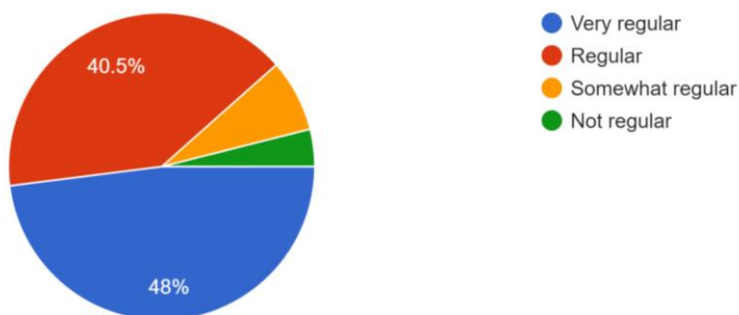
Overall, while some students feel well-informed about expected outcomes, there is still a gap among students and teachers which should be rectified.

7. Teacher's control over the class



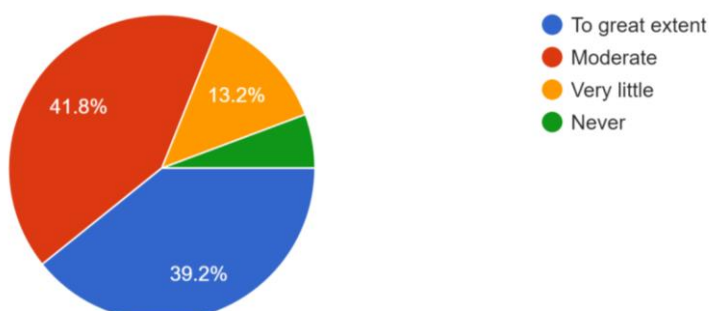
The feedback suggests that the teacher generally has good control over the class. However, addressing the concerns of a small portion of students can create a productive learning environment for everyone.

8. Regularity of the teacher



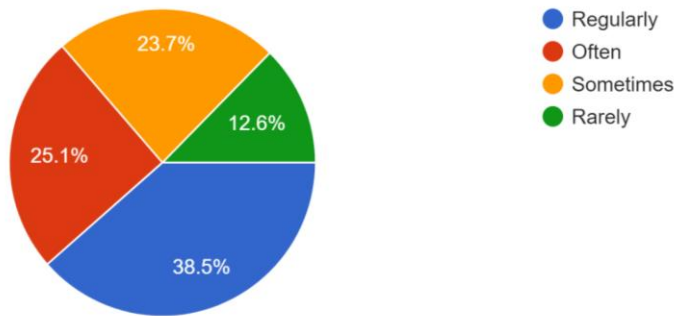
Almost 90% of students (88.5%) find the teacher to be regular in terms of attendance and preparedness. A small percentage of students (4.5%) said the teacher is somewhat regular. This indicates that a few students may have experienced occasional inconsistencies with the teacher's regularity.

9. Does the teacher use student-centric methods such as participative learning, group discussions etc. for enhancing learning experiences?



The feedback suggests that the teacher uses student-centric methods to some extent, but can be enhanced. By addressing the concerns of some students, the teacher can create a more engaging environment for all students.

10. Does the teacher discuss your performance with you?



The positive response suggests that a majority of students (63.5%) feel they have regular or frequent discussions with the teacher about their performance. 23.7% of students said the teacher discusses their performance sometimes and 12.6% of students said the teacher rarely discusses their performance.

Analysis of Feedback Report

Overall, the student feedback suggests a generally positive student experience with the course, but there are opportunities for growth. Most students felt the syllabus coverage was comprehensive and the majority found the communication of teachers effective. Most students perceived the evaluation process as fair and the teachers are very regular and consistent. A majority had regular discussions with the teacher about their performance.

Investigation is required in the case of students who raised concerns over less effective communication. More student-centric methods should be introduced in all classrooms.

Parents expressed confidence in our ability to create a happy and safe learning environment, allowing them to focus on other aspects of their children's lives. Positive feedback from parents reflects the success of our commitment to creating a secure and engaging educational experience for all students.

The teachers feedback report prioritized overall development of infrastructure, classrooms, library, labs and wash rooms, appointment of more permanent faculty members etc.

Alumni feedback addresses more on a mutually beneficial relationship. Improved infrastructure, innovative courses, and active alumni engagement were the major suggestions to enhance the college's reputation, attract students, and prepare them for successful careers.