St. Xavier's College Jaipur

Affiliated to the University of Rajastham Approved under Section 2(f) and 12(B) of UGC Act, 1956
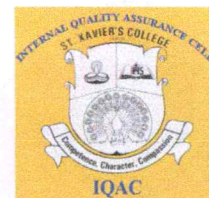A Christian Minority Educational Institution under Section 2(g) of NCMEI Act, 2004

IQAC

1.4.1 FEEDBACK SYSTEM

STUDENT FEEDBACK ANALYSIS

ACADEMIC YEAR 2022-2023

STUDENT FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE
FEEDBACK ANALYSIS REPORT
ACADEMIC YEAR - 2022-23

INTRODUCTION

To evaluate effectiveness of curriculum, the interest and participation of students, across all levels, in both internal and external quality assurance are important. To facilitate this, a specialized four-point scale feedback form has been devised. This form allows for the measurement of students' opinions on various objectives, ranging from strongly agree to disagree.

A survey was conducted, with a random sample of 1,115 students selected from various departments. This sample represents a diverse cross-section of the student body. Through this survey, insights into the students' perspectives on the curriculum were gathered. In higher education institutions, student feedback plays a crucial role in assessing the quality of teaching and learning. Such feedback serves multiple purposes, including informing quality assurance processes, guiding performance management, facilitating course and program revisions, and fostering reflective practices to enhance teaching methodologies.

SUMMARY

The feedback model encompasses various aspects of the curriculum, ensuring a comprehensive evaluation process that addresses both academic and practical dimensions of learning. Different evaluation descriptors are utilized to capture the multifaceted nature of the evaluation process, reflecting a learner-centered approach to curriculum assessment.

The graphs presented from Figure 1 to Figure 11 depict students' feedback regarding academic performance and ambience based on specific questions outlined in Table 1 (Summary table for students' feedback on Curriculum), which summarises the responses in percentage from randomly sampled groups. The feedback gathered from students (using the questions below), regarding the current academic performance and ambience, unveils the following findings that warrant visual representation.

S. No.	Feedback Questions	Responses in percentage			
		Strongly Agree	**Agree**	**Partially Agree**	**Disagree**
1.	My subject knowledge increased during the academic year.	36	51	10	2
2.	My reading habits improved during the academic year.	35	47	13	4
3.	My technical skills improved during the academic year.	33	42	17	9
4.	My employability skills have improved while pursuing the course.	30	46	17	6
		Excellent	**Very Good**	**Good**	**Average**
5	Classroom infrastructure is:	30	33	25	12
6.	Infrastructure of the laboratories (Computer/Science) is:	32	20	29	9
7.	Central Library of the college is:	42	30	22	6
8	General facilities of the college premises are:	33	30	27	11
9	Canteen facilities are:	26	22	27	25
10	Transportation facilities for the students are:	25	23	29	23
11	Mode of transportation to college?	Vehicle Pooling - 55 College Vehicle- 26 E- Vehicle -15 Public Transport- 4			
12.	Any suggestions:	Page 8			

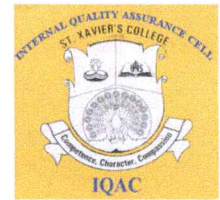**Table 1. Summary table for students' feedback on academic performance and ambience**

Figure 1 depicts the response to the question: My subject knowledge increased during the academic year. 36% students from different streams strongly agreed and a very low level of the students disagreed, that is 2%.
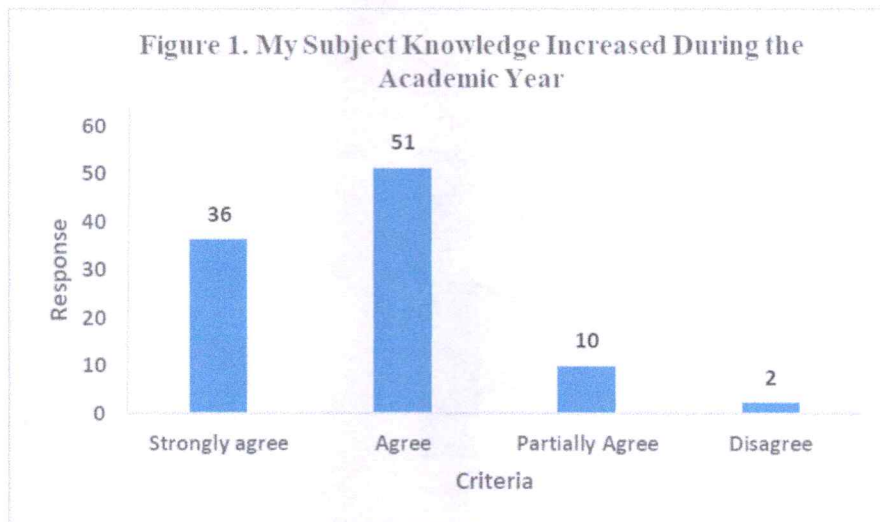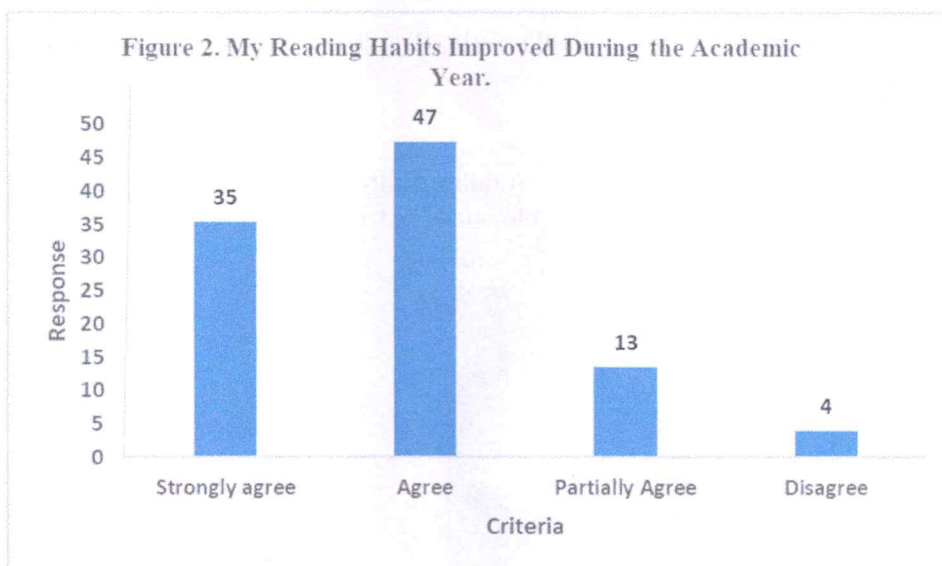
Figure 1. My Subject Knowledge Increased During the Academic Year

Criteria	Response
Strongly agree	36
Agree	51
Partially Agree	10
Disagree	2

Figure 2 depicts the response to the question: My reading habits improved during the academic year. 35% of students from different streams strongly agreed and only 4% of the students disagreed.

Figure 2. My Reading Habits Improved During the Academic Year.

Criteria	Response
Strongly agree	35
Agree	47
Partially Agree	13
Disagree	4

Figure 3 depicts the response to the question: My technical skills improved during the academic year. 33% of students from different streams strongly agreed and a very low level of 9% of the students disagreed.
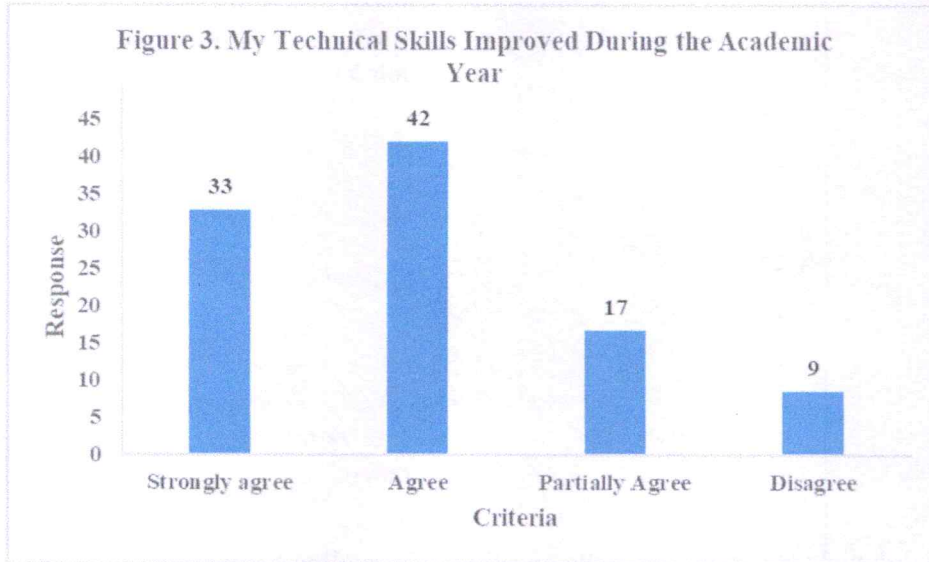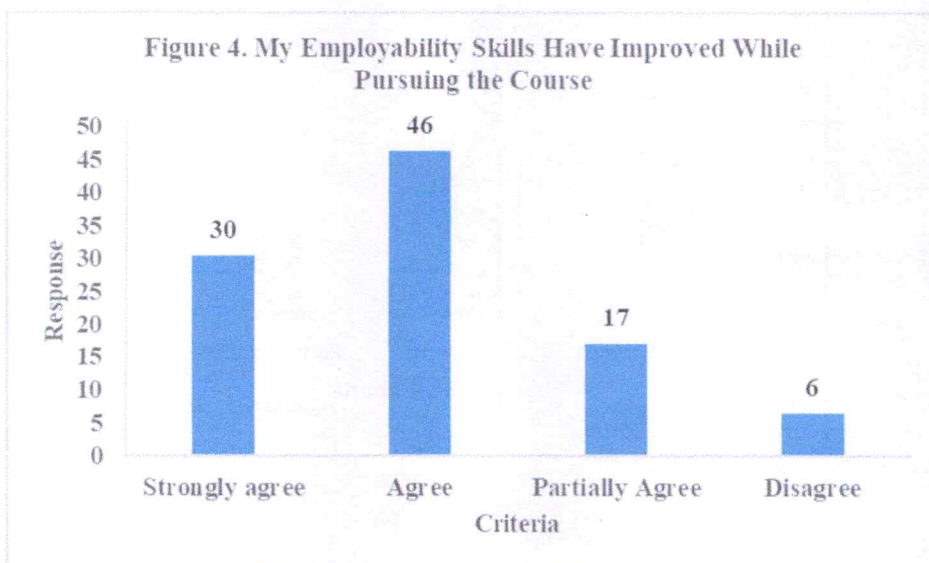
Figure 3. My Technical Skills Improved During the Academic Year

A bar chart showing Response on the Y-axis (0 to 45) and Criteria on the X-axis. Strongly agree: 33, Agree: 42, Partially Agree: 17, Disagree: 9.

Figure 4 depicts the response to the question. My employability skills have improved while pursuing the course. 30% of students strongly agreed and a very low level of 6% of the students disagreed.

Figure 4. My Employability Skills Have Improved While Pursuing the Course

A bar chart showing Response on the Y-axis (0 to 50) and Criteria on the X-axis. Strongly agree: 30, Agree: 46, Partially Agree: 17, Disagree: 6.
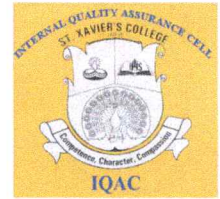
Figure 5 depicts the response to the question: Classroom infrastructure is: Among the students from different streams, 30% considered it Excellent and a very low level of the students that is 12% considered it average.
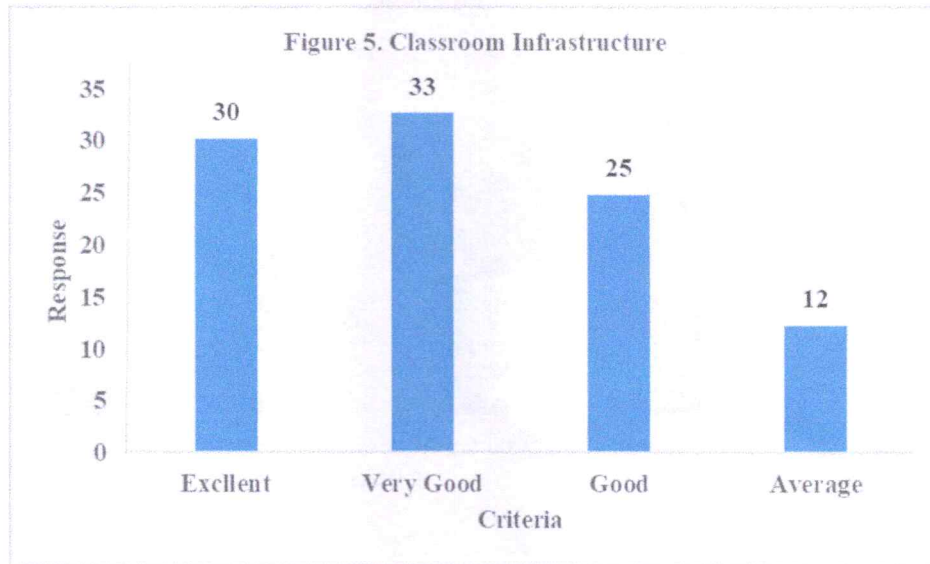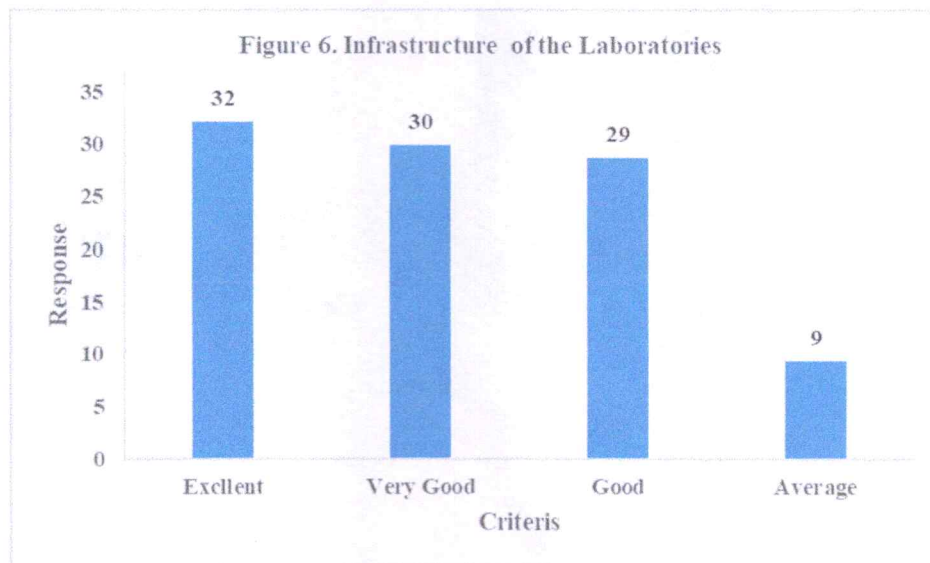

Figure 5. Classroom Infrastructure

Figure 6 depicts the response to the question: Infrastructure of the laboratories (Computer/Science) is: 32% among the students from different streams considered it as excellent and a very low level of 9% the students considered it average.

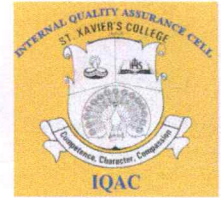
Figure 6. Infrastructure of the Laboratories

Figure 7 depicts the response to the question: Central Library of the college is: 42% of students consider it excellent and a very low level of students called it average, that is 6%.
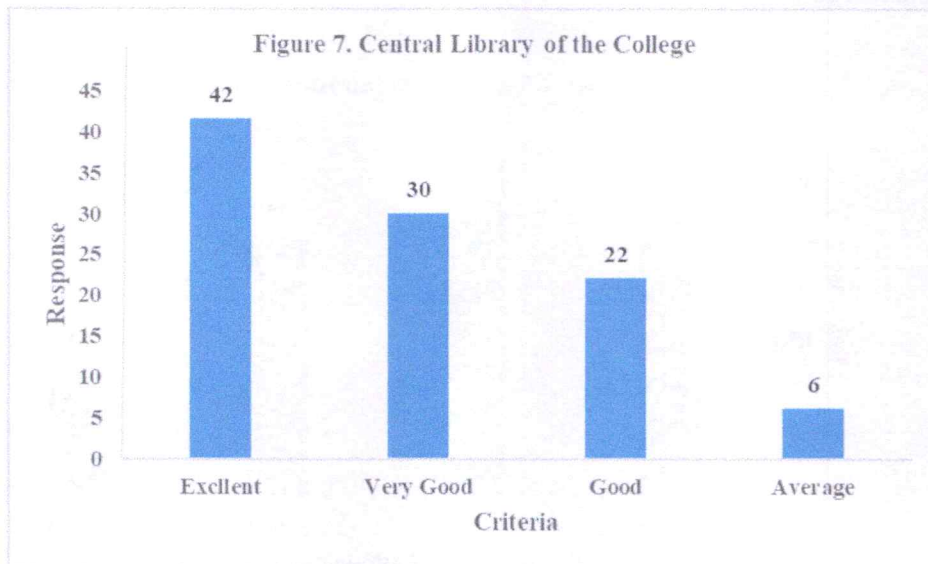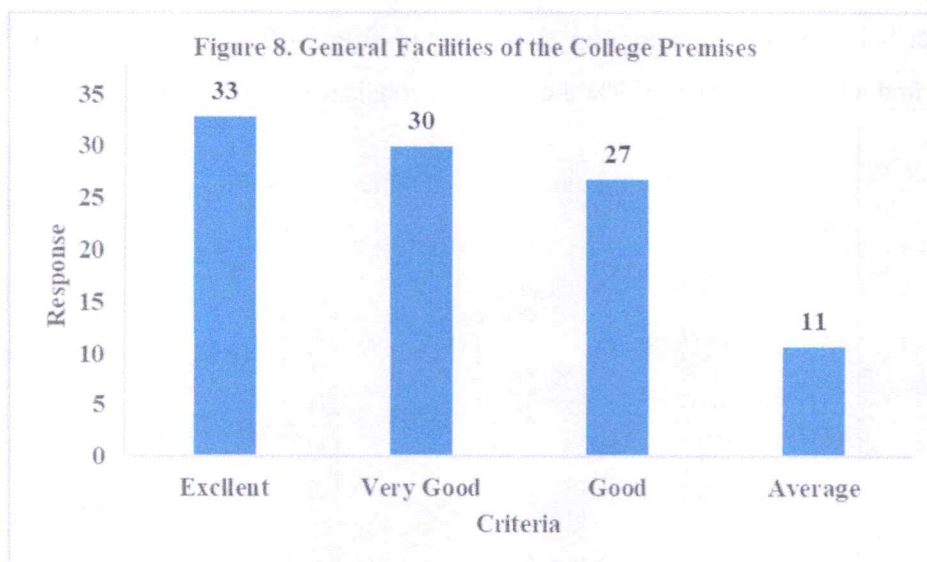

Figure 7. Central Library of the College

Figure 8 depicts the response to the question: General facilities of the college premises are: Among the students from different streams 33% responded as excellent and a very low level of 11% of the students called it average.

Figure 8. General Facilities of the College Premises

Figure 9 depicts the response to the question: Canteen facilities are: excellent for about 26% and 25% of students considered it average.
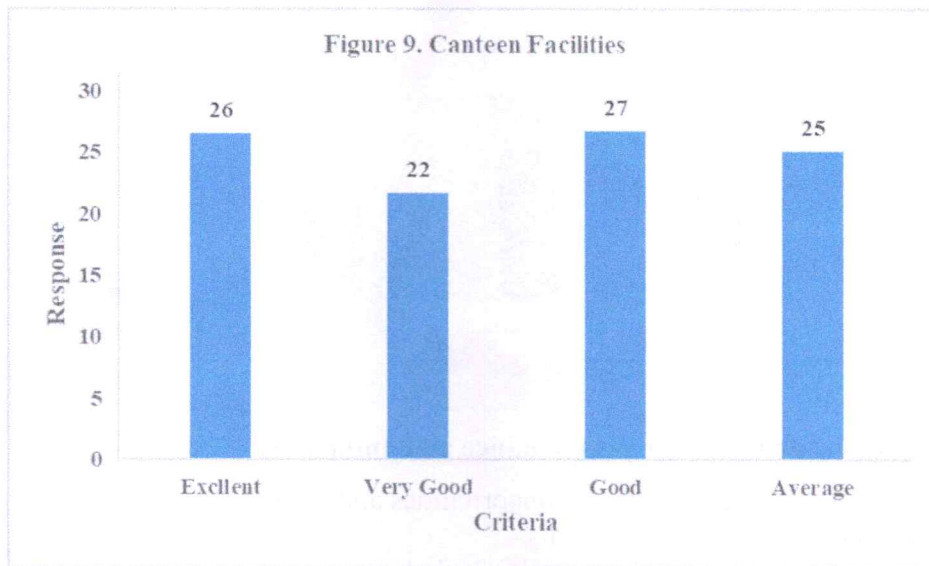

Figure 9. Canteen Facilities

Figure 10 depicts the response to the question: Transportation facilities for the students are: 25% of the students considered it as excellent, and a considerable 23% consider it average.

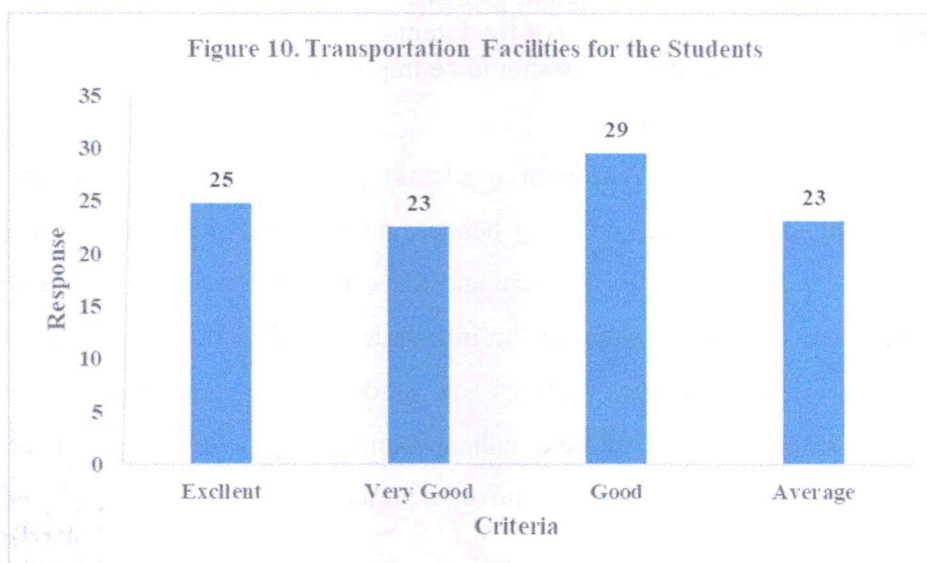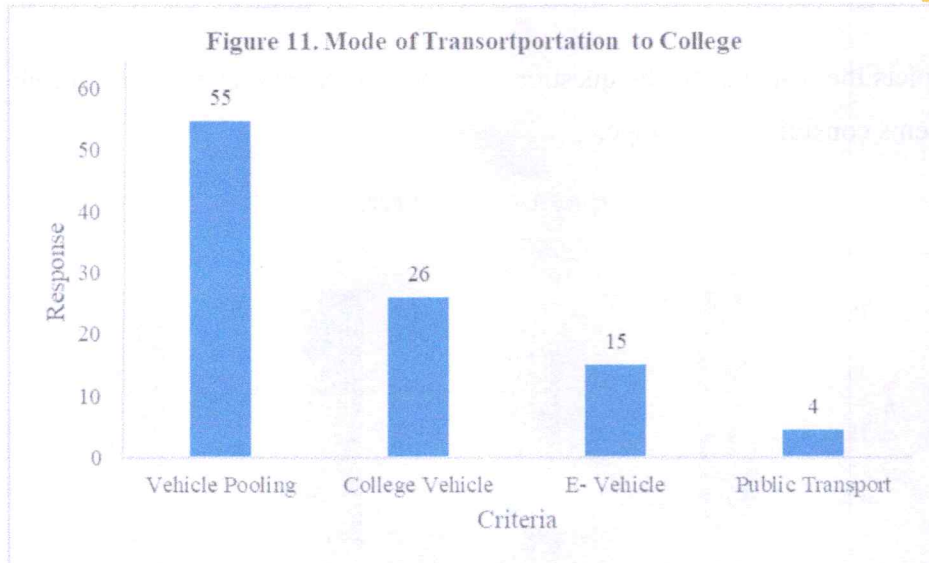Figure 10. Transportation Facilities for the Students

Figure 11 depicts the response to the question: Mode of Transportation to the college: Most of the students are using carpooling or college vehicles or E-vehicle, which helps to reduce carbon footprint.

7

Figure 11. Mode of Transortportation to College

Students suggestions on academic performance and ambience:

1. College should provide more internship opportunities and job opportunities.
2. Provide more outside exposure to students.
3. WIFI should be provided in the library and the whole campus.
4. Give students more opportunities in cultural events and social events.
5. Organise an Educational trip or picnic.
6. Encourage students to work together and have more add-on courses.
7. Need improvement in sports facilities or challenges.
8. Add more courses.
9. Increase the diversity of books of different genres.
10. In the Canteen arrange many varieties of food items.
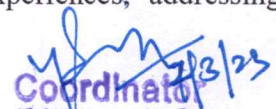11. The transport facility from the college should be improved.

Conclusion and Recommendations:

Students express overall satisfaction with academic progress and infrastructure. They note improvement in subject knowledge, reading habits, and technical skills, with positive trends in employability skills. Classroom infrastructure and the central library receive favourable ratings. However, suggestions for improvement in the infrastructure of the laboratory, general facilities, canteen services, and transportation options are made. Recommendations include continual curriculum updates, a global focus, and enhancements in practical experiences, addressing infrastructure concerns to ensure a holistic student experience.

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St. Xavier's College, Jaipur
Coordinator, IQAC

Principal

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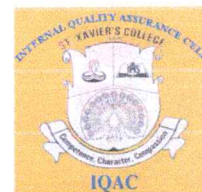
Date: 7/3/2023

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St. Xavier's College Jaipur

Affiliated to University of Rajasthan, Jaipur
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STUDENT FEEDBACK ON CURRICULUM
Analysis Report
Academic Session 2022-23

INTRODUCTION

In higher education, student feedback is pivotal for evaluating teaching quality and learning experiences. It informs quality assurance, guides performance management, drives course revisions, and promotes reflective practices to refine teaching methodologies. To facilitate this, a specialized four-point scale feedback form was developed to gauge student opinions on various curriculum objectives, ranging from strongly agree to disagree. A survey was conducted, sampling 257 students from diverse departments, and providing insights into their perspectives on the curriculum.

SUMMARY

Graphs from Figure 1 to Figure 7 illustrate students' feedback on the curriculum, based on specific questions outlined in Table 1. This table summarizes responses in percentages from randomly sampled groups. The feedback obtained from students regarding the current curriculum reveals findings that merit visual representation.

S. No.	Feedback Questions	Responses in (%)			
		Strongly Agree	Agree	Neutral	Disagree
1.	The curriculum includes the latest developments in the field and generates interest	18	20	45	16
2.	The curriculum meets local, national, regional, and global developmental needs	11	33	40	16
3.	The curriculum integrates entrepreneurship, employability, and skill development	25	28	33	14
4.	The curriculum incorporates professional ethics, human values, gender, environment, and sustainability	8	27	41	24
5.	Cross-cutting contemporary issues (in Q. 4) are addressed through Add-on Courses	11	33	40	17
6.	The institution takes active interest in promoting internship /student exchange/field visit opportunities for	22	30	28	21
7.	The Laboratory experiments enhanced my understanding of the concepts and enabled me to relate theory to practice. (for practical papers only)	12	29	42	18
8.	Suggestions on curriculum/ new job-oriented courses to be started	Page 5			
9.	Suggestion for skill development activity	Page 5			

Table 1. Summary table for students' feedback on curriculum

St. Xavier's College Jaipur
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IQAC

Figure 1: Illustrates the feedback regarding the question: The curriculum includes the latest developments in the field and generates interest. Notably, 18% of students from diverse academic backgrounds strongly agree with this assertion, while only a minimal 16% express disagreement.
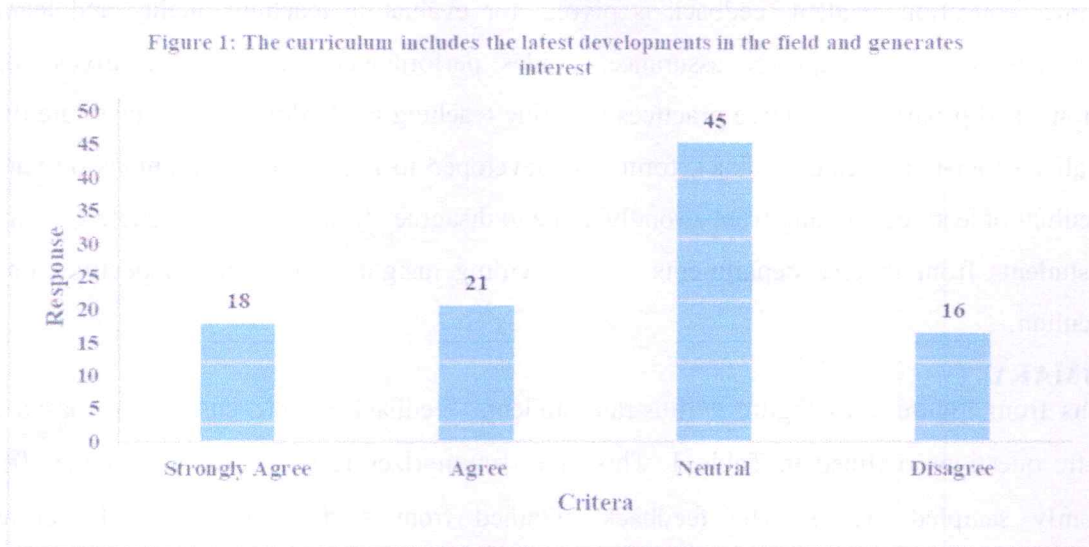

Figure 1: The curriculum includes the latest developments in the field and generates interest

Figure 2: Illustrates the feedback regarding the question: The curriculum meets local, national, regional, and global development needs. Only, 11% of students from diverse academic backgrounds strongly agree with this assertion, while 16% express disagreement.
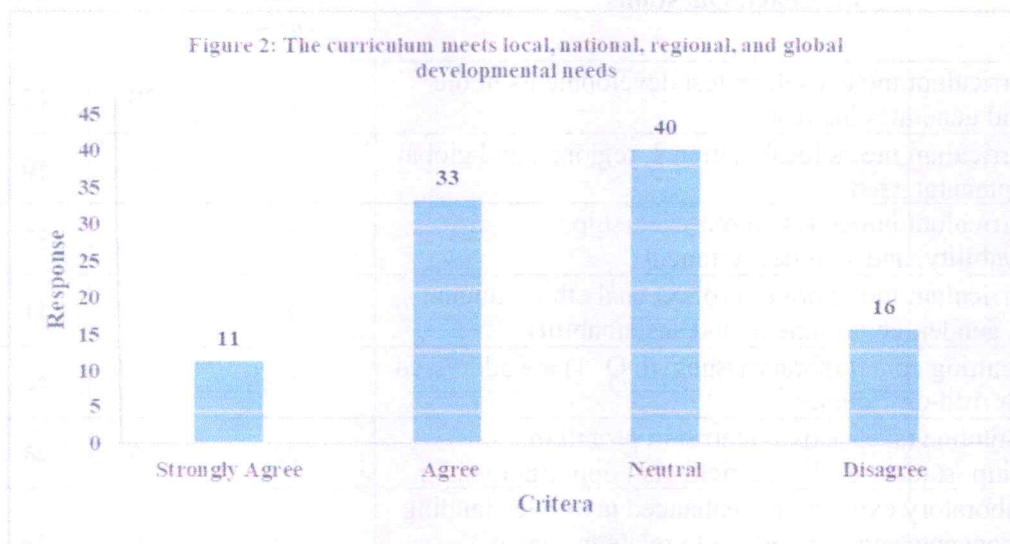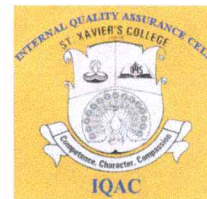

Figure 2: The curriculum meets local, national, regional, and global developmental needs

Figure 3: Illustrates the feedback regarding the question: The curriculum integrates entrepreneurship, employability, and skill development. Notably, 25% of students from diverse

academic backgrounds strongly agree with this assertion, while only a minimal 14% express disagreement.

Figure 3: The curriculum integrates entrepreneurship, employability, and skill development

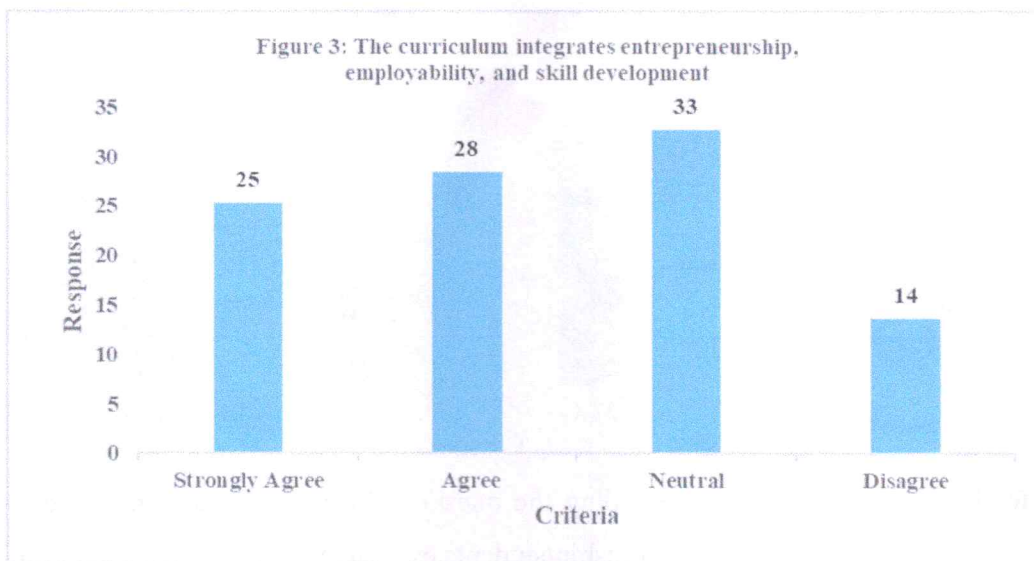| Criteria	Response
Strongly Agree	25
Agree	28
Neutral	33
Disagree	14

Figure 4: Illustrates the feedback regarding the question: The curriculum incorporates professional ethics, human values, gender, environment, and sustainability. Only 8% of students from diverse academic backgrounds strongly agree with this assertion, while 24% express disagreement.
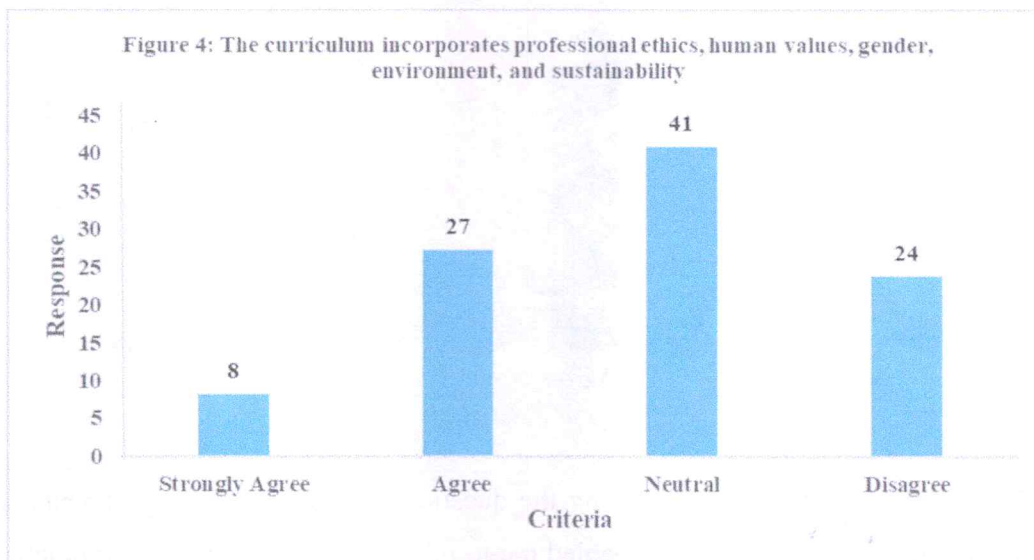
Figure 4: The curriculum incorporates professional ethics, human values, gender, environment, and sustainability

Criteria	Response
Strongly Agree	8
Agree	27
Neutral	41
Disagree	24

Figure 5: Illustrates the feedback regarding the question: Cross-cutting contemporary issues (in Q.4) are addressed through Add-on Courses. Around, 11% of students from diverse academic backgrounds strongly agree with this assertion, while 17% express disagreement.
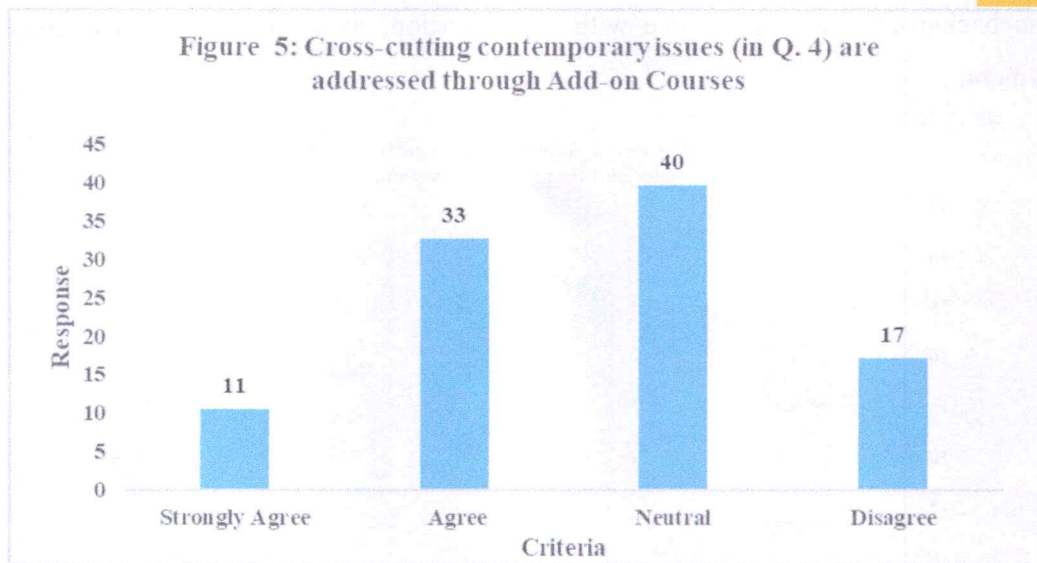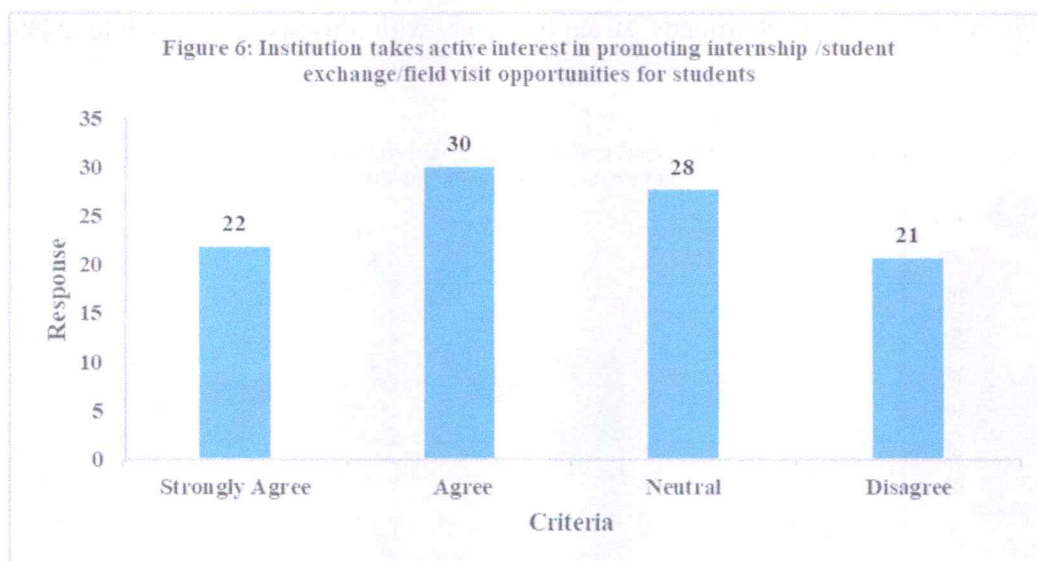
Figure 5: Cross-cutting contemporary issues (in Q. 4) are addressed through Add-on Courses

A bar chart titled "Figure 5: Cross-cutting contemporary issues (in Q. 4) are addressed through Add-on Courses" with Y-axis "Response" (0 to 45) and X-axis "Criteria". Strongly Agree: 11, Agree: 33, Neutral: 40, Disagree: 17.

Figure 6: Illustrates the feedback regarding the question: Institution takes an active interest in promoting interest in promoting internship/student exchange / field visit opportunities for students. Notably, 22% of students from diverse academic backgrounds agree with this assertion, while only a minimal 21% express disagreement.
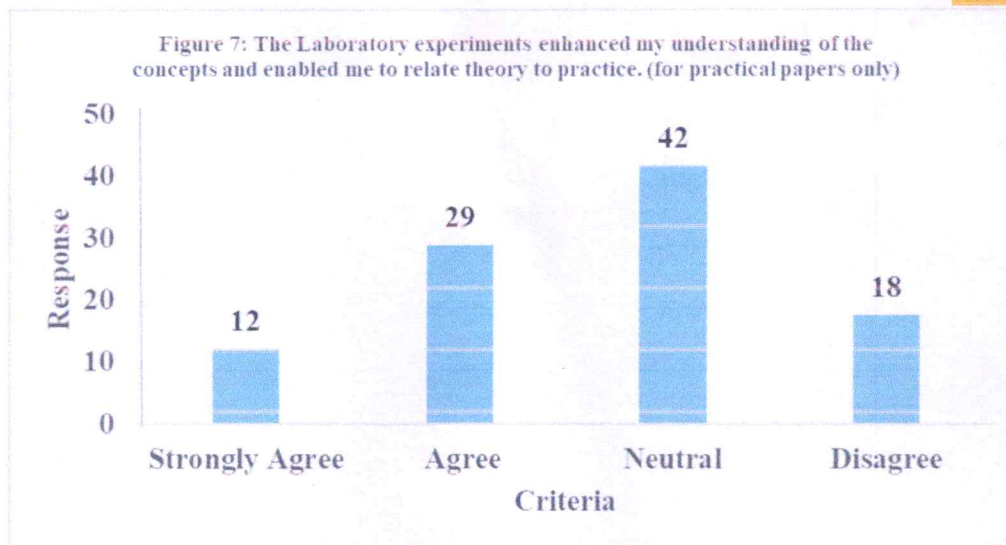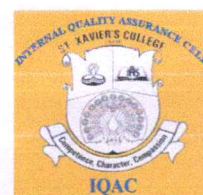
Figure 6: Institution takes active interest in promoting internship /student exchange/field visit opportunities for students

A bar chart titled "Figure 6: Institution takes active interest in promoting internship /student exchange/field visit opportunities for students" with Y-axis "Response" (0 to 35) and X-axis "Criteria". Strongly Agree: 22, Agree: 30, Neutral: 28, Disagree: 21.

Figure 7: Illustrates the feedback regarding the question: The laboratory experiments enhanced my understanding of the concepts and enabled me to relate theory to practice. (for practical paper only). 12% of students from diverse academic backgrounds strongly agree with this assertion, while 18% express disagreement.

Figure 7: The Laboratory experiments enhanced my understanding of the concepts and enabled me to relate theory to practice. (for practical papers only)

Suggestions on curriculum/ new job-oriented courses to be started

1. Internships can be introduced for UG students.
2. Obsolete syllabus for BCA-1 year.
3. New certification and language courses should be introduced.
4. The syllabus should be more universal including all regional works and texts
5. Syllabus should be more practical rather than theoretical

Suggestion for skill development activity

1. Employment skill teaching
2. Improve English skills and Communication skills
3. Export-import procedures
4. Organize Interviews, group discussions, IT skills, python and stock marketing sessions
5. Professional courses and more field trips
6. Sports and physical skill development
7. Skills demanded of employees from companies must be taught individually.
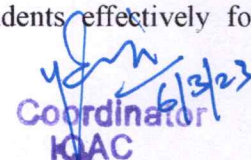
Conclusion and Recommendations:

Overall, although many students express satisfaction with the curriculum content, there is a clear consensus for improvements in the curriculum on various levels. Key recommendations include regular updates to the curriculum, a heightened emphasis on global perspectives, integration of core values, and continual enhancement of practical experiences. These suggestions aim to ensure that the curriculum remains relevant and engaging and prepares students effectively for an increasingly interconnected world.

Principal
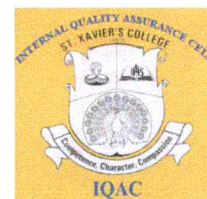
St. Xavier's College Jaipur
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Coordinator
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Date: 6/3/2023
Principal
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St. Xavier's College Jaipur

Affiliated to University of Rajasthan, Jaipur
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TEACHING LEARNING FEEDBACK
FEEDBACK ANALYSIS REPORT
ACADEMIC SESSION 2022-23

Introduction

As part of the evaluation process, St. Xavier's College Jaipur adopts a systematic and transparent procedure of collecting feedback from all the stakeholders. Since students are the most important stakeholders so their feedback gives ample reflection on the scope of improvement. IQAC collects the annual academic feedback on Teaching and Learning Evaluation from students every year. This is a summarized report of the feedback attained from the students of all the departments of the Institution for the academic session 2022-23.

Mechanism and Aspects of Feedback

For the evaluation process, a well-defined questionnaire is prepared by the IQAC based on the NAAC student satisfaction survey covering various dimensions like teaching pedagogy, student support, and involvement in the development of students. The questionnaire is shared with the students through the ERP and are informed to fill out the questionnaires without disclosing their identities, to reveal accurate reflections about their learnings and the teaching potentials of their eminent professors. A five-point (5 - Excellent, 4 - Very Good, 3 - Good, 2 - Average, 1- Poor) scale analysis has been done. It is a summary report of the data collected from the different groups of students from all the departments.
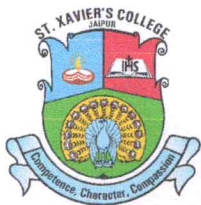
Summary of Analysis:

1. Department of Arts:

Feedback for **Public Adm** was received from 44 out of 137 students (32% of the students responded to the feedback). ***The average score for the subject is 4.58 out of 5*** revealing a very good level of satisfaction among the respondents.
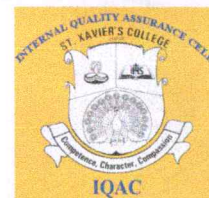
Feedback for **Sociology** was received from 41 out of 101 students (41% of the students responded to the feedback). ***The average score for the subject is 4.18 out of 5*** revealing a good level of satisfaction among the respondents.
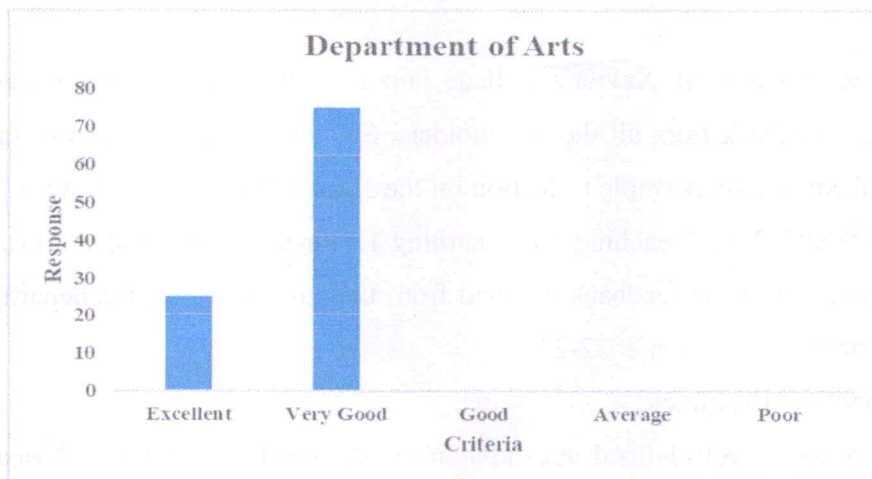
Feedback for **History** was received from 26 out of 91 students (29% of the students responded to the feedback). ***The average score for the subject is 4.31 out of 5*** revealing a good level of satisfaction among the respondents.

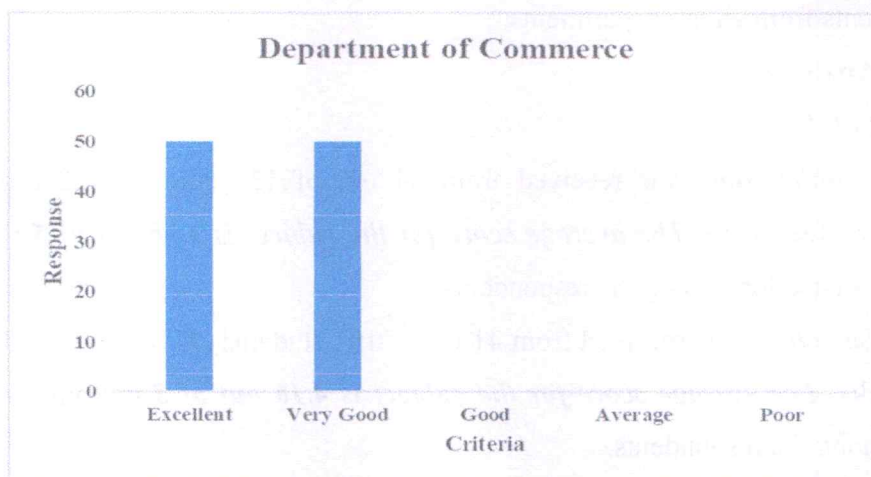Feedback for *Geography* offered for the first time in this academic year was received from 12 out of 30 students (40% of the students responded to the feedback). *The average score for the subject is 4.09 out of 5* revealing a good level of satisfaction among the respondents.

2. Department of Commerce:

Feedback for all six faculties of the department was received from an average of 136 out of 510 students (an average of 26% of the students responded to the feedback with a max of 243 & min 100 responses). At the same time, the total no. of respond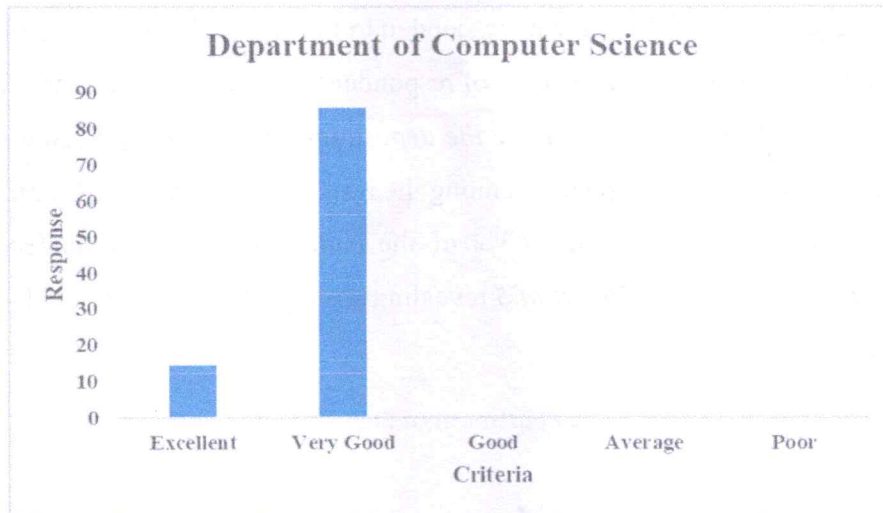ents varied among teachers between the range of 24% to 33%. *The average score for the department is 4.34 out of 5* (going from 3.99 to 4.63), revealing a good level of satisfaction among the respondents.

3. Department of Computer Science:

Feedback for all seven faculties of the department was received from an average of 130 out of 258 students (an average of 54% of the students responded to the feedback with a max of 184 & min 82 responses). At the same time, the total no. of respondents varied among teachers between the
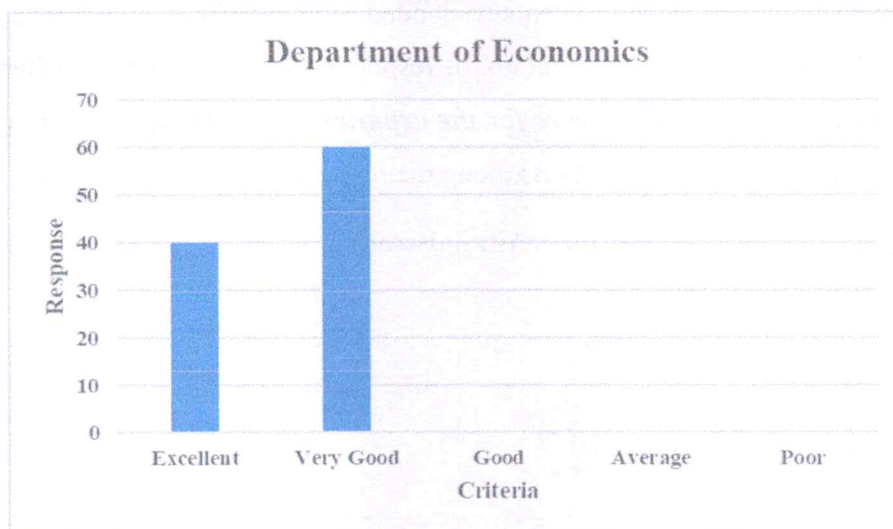
range of 41% to 66%. ***The average score for the department is 4.10 out of 5*** (going from 3.65 to 4.67), revealing a good level of satisfaction among the respondents.

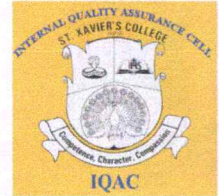**Department of Computer Science**

4. Department of Economics:

Feedback for all four faculties of ***economics*** was received from an average of 47 out of 145 students (an average of 32% of the students responded to the feedback with a max of 51 & min 42 responses). At the same time, the total no. of respondents varied among teachers between the range of 31% to 34%. ***The average score for the department is 4.25 out of 5*** (going from 3.8 to 4.48), revealing a good level of satisfaction among the respondents. Additionally, there was a guest faculty who was appointed for online classes in

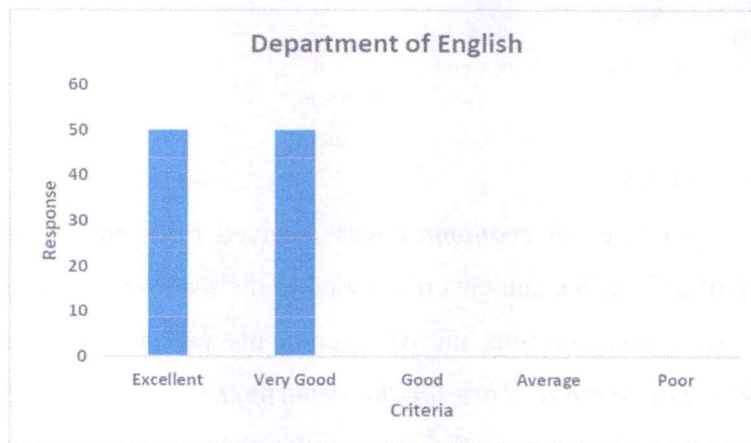December and got a feedback score of ***3.01 out of 5***.

Department of Economics

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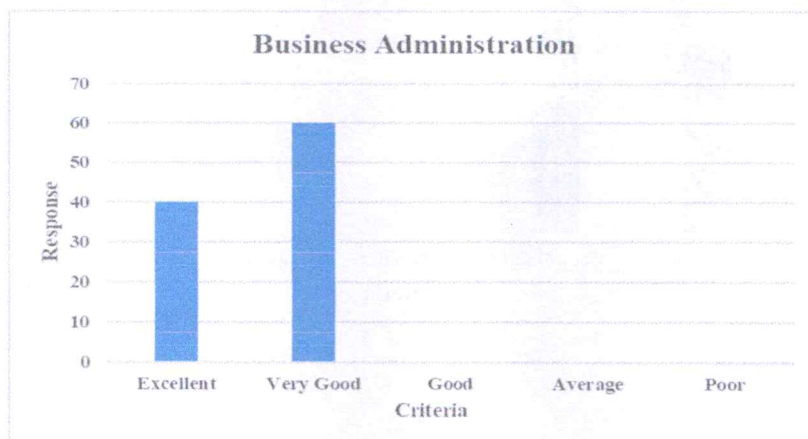*Approved under Section 2(f) and 12(B) of UGC Act, 1956*

5. Department of English:

Feedback for all six faculties of the department was received from an average of 103 out of 207 students (an average of 51% of the students responded to the feedback with a max of 149 & min 65 responses). At the same time, the total no. of respondents varied among teachers between the range of 38% to 60%. *The average score for the department is 4.42 out of 5* (going from 4.02 to 4.82), revealing a good level of satisfaction among the respondents. Feedback for *Hindi* was received from 149 out of 343 students (43% of the students responded to the feedback). *The average score for the subject is 3.79 out of 5* revealing a satisfactory level of satisfaction among the respondents.

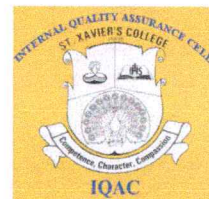## 6. Department of Business Administration:

Feedback for all ten faculties of the department was received from an average of 98 out of 606 students (an average of 16% of the students responded to the feedback with a max of 119 & min 79 responses). At the same time, the total no. of respondents varied among teachers between the range of 12% to 22%. *The average score for the department is 4.31 out of 5* (going from 3.69 to 4.7), revealing a good level of satisfaction among the respondents.
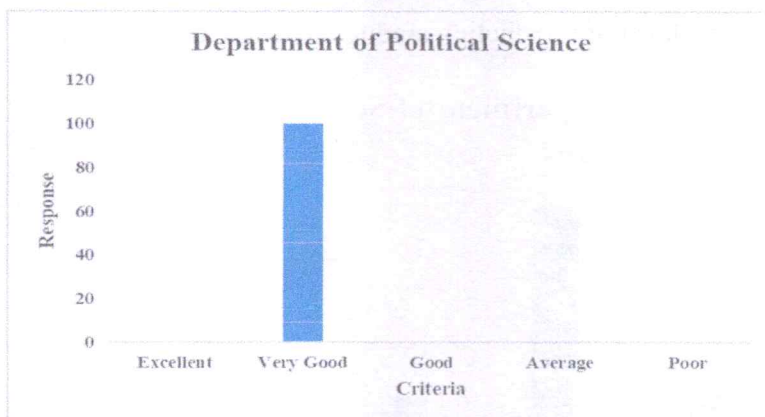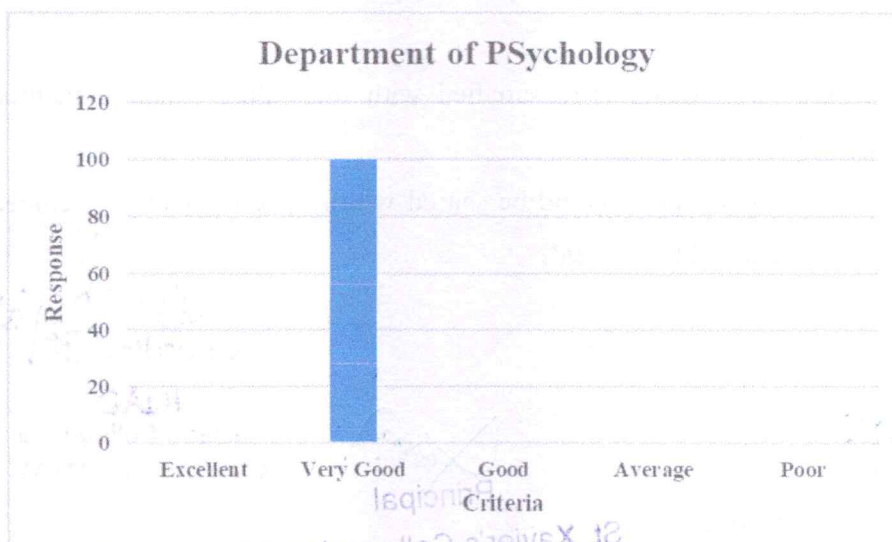
7. *Department of Political Science:*

Feedback for all four faculties of *political science* was received from an average of 69 out of 189 students (an average of 37% of the students responded to the feedback with a max of 73 & min 62 responses). At the same time, the total no. of respondents varied among teachers between the range of 33% to 41%. ***The average score for the department is 4.29 out of 5*** (going from 4.1 to 4.4), revealing a good level of satisfaction among the respondents.

8. *Department of Psychology:*

Feedback for four faculties of *psychology* was received from an average of 113 out of 193 students (an average of 59% of the students responded to the feedback with max 124 & min 86 responses) while the total no. of respondents varied among teachers between the range of 52% to 68%. ***The average score for the department is 3.83 out of 5*** (going from 3.56 to 3.97), revealing a satisfactory level of satisfaction among the respondents.
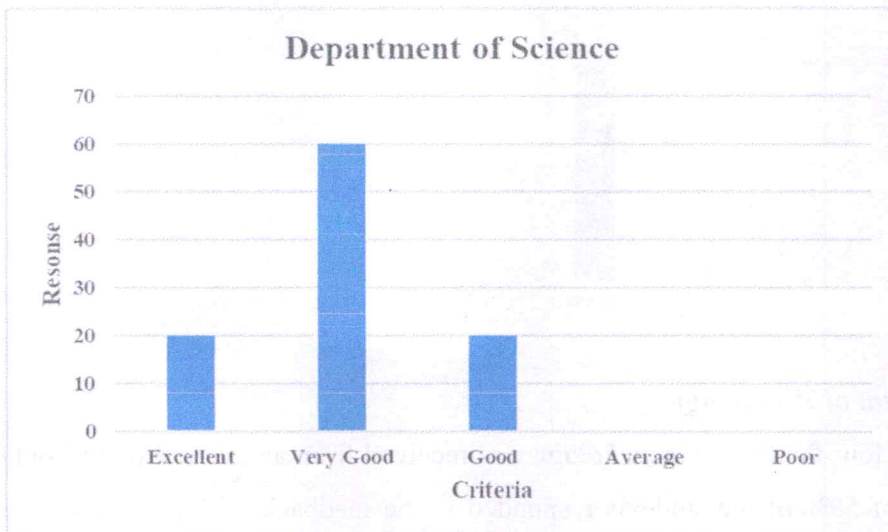

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9. *Department of Science:*

Feedback for all five faculties of the department was received from an average of 11 out of 29 students (an average of 40% of the students responded to the feedback with a max of 13 & min 10 responses). At the same time, the total no. of respondents varied among teachers between the range of 1% to 3%. *The average score for the department is 3.98 out of 5* (going from 2.88 to 4.77), revealing a satisfactory level of satisfaction among the respondents.

Conclusion & Recommendations:

- Overall, the feedback shows a satisfactory response from students regarding teaching-learning, but there are variations in responses and results within and between the departments.

- Majority of the respondents were satisfied with the online teaching methodology of most of the teachers.

- The Individual faculty report should be shared with respective faculty members for their self-assessment and betterment.

Coordinator
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Dated: 20 March 2023
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