



1.4.1 FEEDBACK SYSTEM

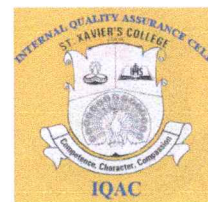
TEACHER FEEDBACK ANALYSIS

ACADEMIC YEAR 2019-2020



St. Xavier's College, Jaipur

Affiliated to University of Rajasthan, Jaipur
Approved under Section 2(f) and 12(B) of UGC Act, 1956



TEACHER FEEDBACK ON CURRICULUM

Feedback Analysis Report Academic Year 2019-20

Introduction

As part of the evaluation process, St. Xavier's College Jaipur adopts a systematic and transparent procedure of collecting feedback from the stakeholders. To streamline this process, IQAC has crafted a specialized four-point scale feedback form tailored to our curriculum's nuances. This form facilitates the articulation of teachers' sentiments regarding various objectives, spanning from strong agreement to disagreement. Consequently, a survey was conducted, encompassing a random cohort of 22 educators hailing from diverse departments, thereby ensuring a comprehensive representation across all academic streams. These endeavours yielded invaluable insights into the perspectives of our esteemed faculty members regarding the curriculum's facets. This is a summarized report of the curriculum feedback attained from the teachers of all the departments of the Institution for the academic session 2019-20.

Summary

The feedback model considers different facets of the curriculum, ensuring a thorough evaluation that encompasses both the academic and practical aspects of learning. Various evaluation descriptors are employed to capture the diverse nature of the assessment process, reflecting an approach that centres around the learner in curriculum assessment.

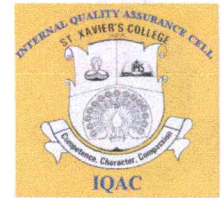
Table 1 Summary for Teachers Curriculum Feedback Analysis

S. No.	Parameters	Response in %			
		Strongly Agree	Agree	Neutral	Disagree
1.	The curriculum enhances professional skills	13	68	14	5
2.	The curriculum integrates entrepreneurship and employability and skill development	14	55	31	0
3.	The curriculum consistently incorporates professional ethics, human values, gender perspectives, and considerations for the environment and sustainability.	41	36	18	5
4.	The curriculum meets local, national, regional, and global developmental needs	27	54	9	9
5.	Cross-cutting contemporary issues are addressed through Add-on Courses also	50	41	9	0
6.	The institution takes an active interest in promoting internship /student exchange/field visit opportunities for students	64	32	4	0
7.	Laboratory experiments have significantly enriched students' understanding of concepts and provided a bridge between theory and practice in practical papers.	54	41	5	0
8.	Any Suggestions	Page 5			



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The following graphical representations show a pictorial representation of 'Teachers Curriculum Feedback Analysis'. The X-axis represents the response (in percentage) and the Y-axis specifies types of feedback criteria.

Figure 1: Illustrates the findings from the analysis of teachers' feedback regarding - "The curriculum enhances professional skills". 13% of teachers strongly agreed, characterizing it as "good," while 5% of teachers disagreed with this assessment.

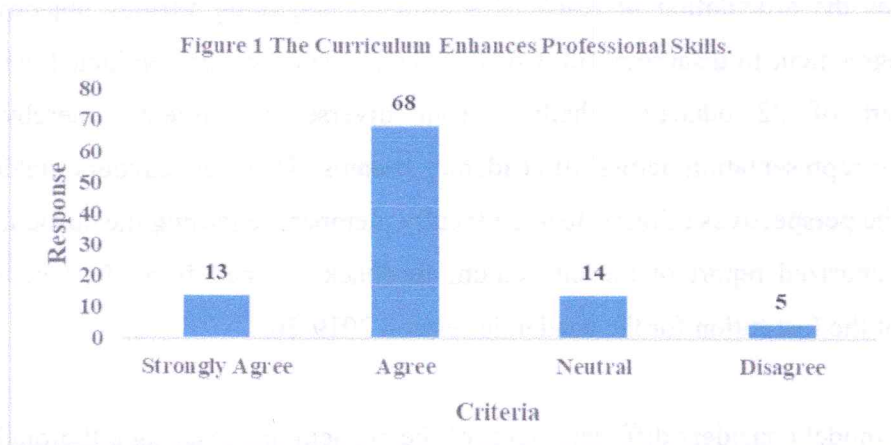


Figure 2: Illustrates the findings from the analysis of teachers' feedback regarding "The curriculum integrates entrepreneurship and employability and skill development". 14% of teachers strongly agreed, characterizing it as "good," while none of them disagreed with this assessment.

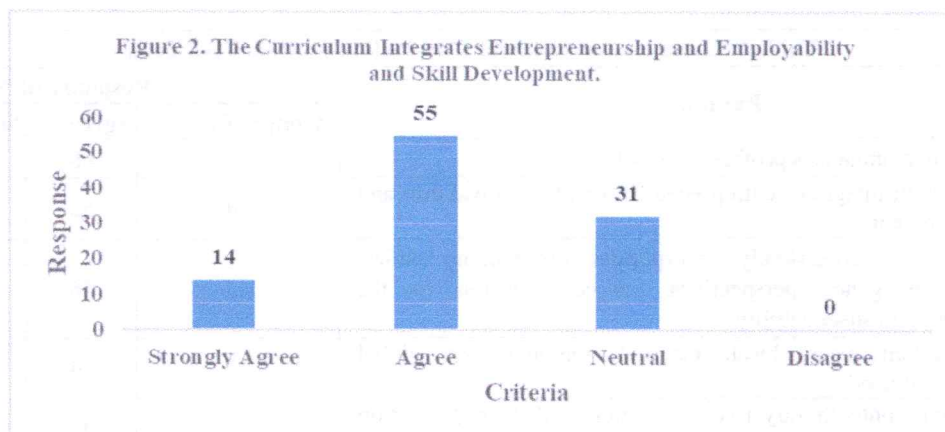


Figure 3: Illustrates the findings from the analysis of teachers' feedback regarding - "the curriculum consistently incorporates professional ethics, human values, gender perspectives, and



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considerations for the environment and sustainability”. 41% of teachers strongly agreed, characterizing it as "good," while 5% of teachers disagreed with this assessment.

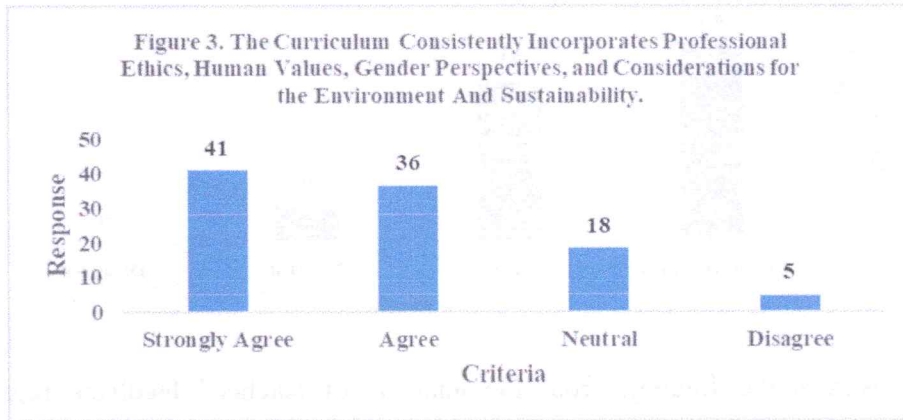


Figure 4: Illustrates the findings from the analysis of teachers' feedback regarding - “the curriculum meets local, national, regional, and global developmental needs”. 27% of teachers strongly agreed, characterizing it as "good," while 9% of teachers disagreed with this assessment.

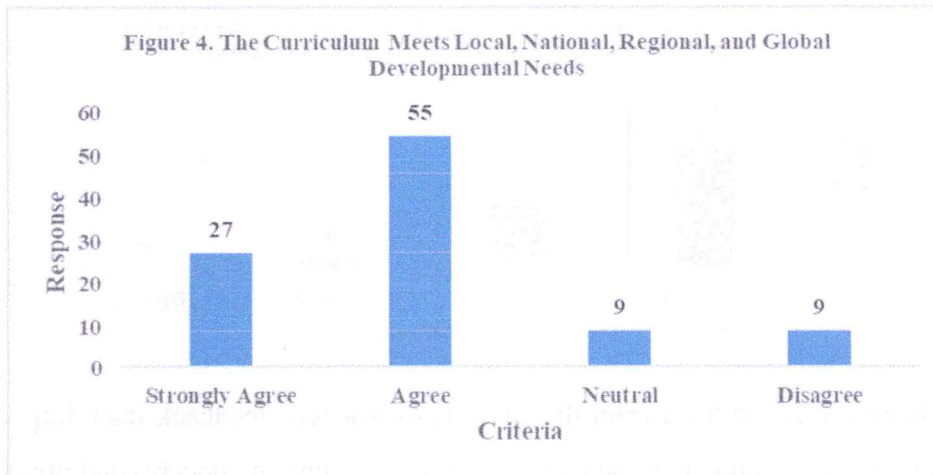
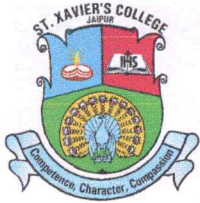


Figure 5: Illustrates the findings from the analysis of teachers' feedback regarding - “cross-cutting contemporary issues are addressed through Add-on Courses. 50% of teachers strongly agreed, characterizing it as "good," while no one disagreed with this assessment.



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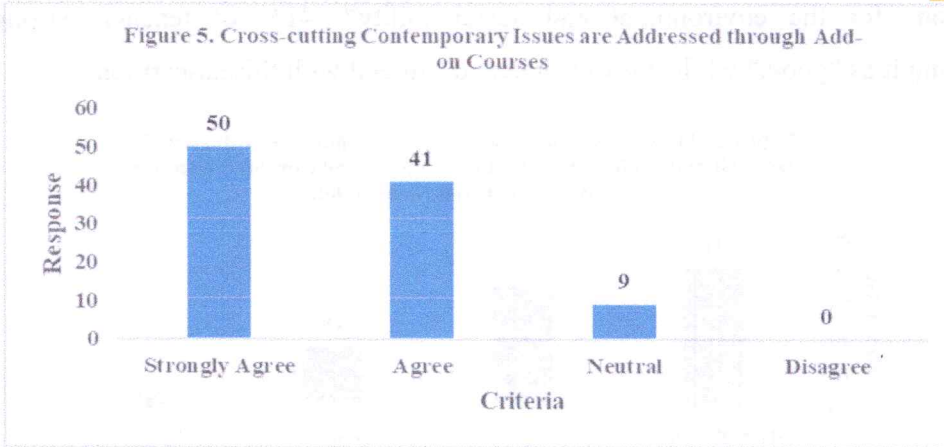
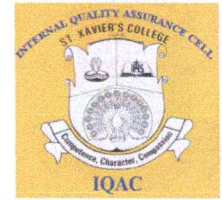


Figure 6: Illustrates the findings from the analysis of teachers' feedback regarding - “the institution takes active interest in promoting internship /student exchange/field visit opportunities for students. 64% of teachers strongly agreed, characterizing it as "good," while no one disagreed with this assessment.

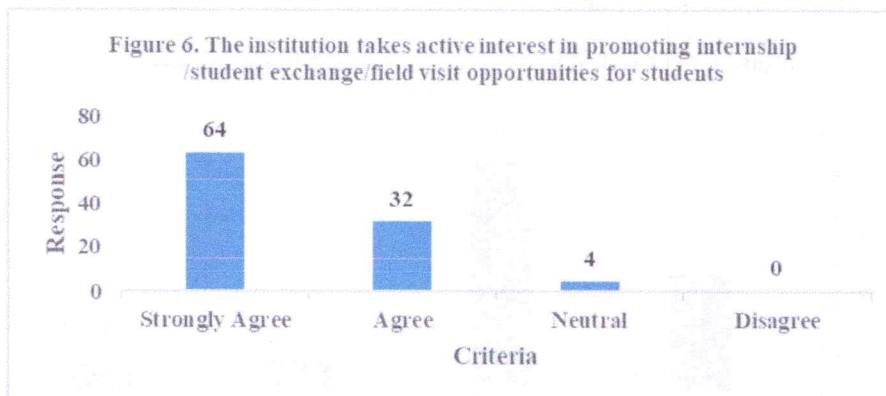


Figure 7: Illustrates the findings from the analysis of teachers' feedback regarding – ‘laboratory experiments have significantly enriched students' understanding of concepts and provided a bridge between theory and practice in practical papers. 54% of teachers strongly agreed, characterizing it as "good," while no one disagreed with this assessment.



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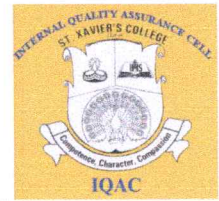
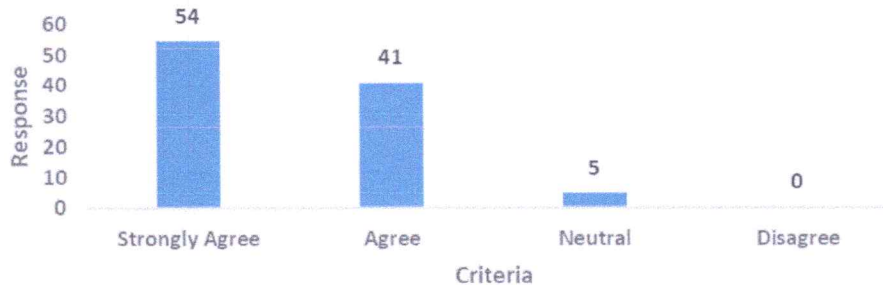


Figure 7. Laboratory Experiments have Significantly Enriched Students' Understanding of Concepts and Provided a Bridge Between Theory and Practice in Practical Papers.



Q. 8: Suggestions:

1. Update the syllabus as per the need.
2. Courses on Gender must be included.
3. More Practical topics need to be added to the curriculum.
4. More subject-oriented Certificate/add-on Courses and research projects can be added.
5. There should be more opportunities for Internships and Field visits.
6. If more practical exposure is given to our students with the help of Specialized visits
7. The syllabus is a little outdated and requires revision.
8. A separate Placement Cell needs to be instituted

Conclusion and Recommendations:

Teachers show varied perspectives on the curriculum. While most appreciate its impact on professional skills and ethical values, there are concerns about global developmental alignment. Positive aspects like addressing contemporary issues and promoting internships are acknowledged. However, a need is identified to strengthen the theory-practice link. Recommendations include refining the curriculum for global needs, sustaining proactive initiatives, and maintaining a consistent emphasis on practical learning. Regular reviews are advised to ensure ongoing alignment with emerging issues.

Principal

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Date: 16/3/2020

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