



Action Taken Report on the Stakeholder Feedback 2018-19


The institution collects feedback from its stakeholders to evaluate and monitor and evaluate its performance quality on issues related to the curriculum and ambiance of the Institution. The feedback forms were collected from students, teachers, employers, alumnae and the parents.

- The following are the different areas targeted for various stakeholders.
- Issues related to the Teaching and learning process, issues related to curriculum, and institute ambiance issues in terms of quality, and skills are collected in student feedback form.
- Issues like course suitability and its need base, curriculum/course outcomes, course content, reference material, its availability are addressed in faculty feedback.
- Issues related to students' real-life problem-solving skills, communication skills, teamwork, other skills, and college ambiance are addressed in the Employer feedback form.
- Course curriculum, Syllabus sufficiency, and curriculum design is addressed in Alumnae feedback.

The Academic Audit Committee designs and collects feedback from its stakeholders to monitor and evaluate its performance curriculum and college ambiance-related issues. The feedback also considers issues like the delivery of curriculum by teachers.

The report of feedback analysis is submitted to the Principal, Core committee, concerned heads, and BOS for necessary action.

The feedback collected is analyzed and sent to the respective authorities for the necessary action.


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Action Taken Report

Action Taken on Feedback from Students

Context for the Action Taken Report:

The Action Taken Report (ATR) is grounded in a comprehensive analysis of the feedback obtained from students through the 2018-19 Student Feedback Survey, which includes valuable insights from open-ended questions. The basis for the ATR is structured as follows:

1. Thorough Analysis:

- The ATR is underpinned by a meticulous examination of both quantitative and qualitative feedback received from students. The institution has considered diverse perspectives to form a comprehensive understanding of the student experience.

2. Direct Addressing of Survey Highlights:

- Specific issues emphasized in the survey results, including syllabus enrichment, real-life applicability, and the desire for increased practical training, have been directly acknowledged and addressed in the formulated actions. This targeted approach aligns with the institution's benchmark of achieving 80% satisfaction or above.

3. Strategic and Coordinated Approach:

- The ATR reflects a strategic and coordinated effort, involving relevant authorities such as heads of departments. This collaborative approach ensures a comprehensive response to the identified areas for improvement, promoting effectiveness and efficiency in implementation.

4. Holistic Integration of Quantitative and Qualitative Insights:

- By integrating both numerical benchmarks and nuanced details from open-ended responses, the ATR takes a holistic approach. The nuanced insights, such as the emphasis on interactive teaching methods and the need for practical applications, play a pivotal role in shaping specific actions.


5. Responsive and Proactive Measures:

- The institution's responsiveness extends beyond meeting numerical benchmarks, demonstrating a proactive stance in addressing nuanced expectations and concerns expressed by students in the open-ended responses.

6. Student-Centric Commitment:

- In summary, the Action Taken Report exemplifies the institution's commitment to enhancing the overall student experience. It goes beyond mere compliance with benchmarks, illustrating a student-centric approach that values both quantitative metrics and qualitative feedback.

The combined basis for the Action Taken Report underscores the institution's dedication to continuous improvement and responsiveness to the evolving needs and expectations of its student community.


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Feedback	Action taken	Impact
Content of syllabi needs enhancement in terms of quality	Formal instructions were circulated to all heads of department through competent authority for addressing the issue of enrichment of content in the syllabus. All the teachers were notified about the issue and they were encouraged and enriched the curriculum with more appropriate teaching-learning methods and techniques.	Subsequent application by teachers was observed and efforts were effective.
Depth of the course content needs to be increased for achieving the expected Course Outcomes	Formal instructions were circulated to all concerned heads through competent authority for addressing the issue of attainment of COs & Pos. Teachers were informed to keep check on the attainment of course outcomes.	Teachers made students familiar with ideas of POs and COs and their expected outcomes.
Applicability/relevance of curriculum in real life situations can be increased	Formal instructions were circulated to all constituent colleges through competent authority for addressing the issue of applicability of the curriculum	Class seminars are organized by teachers.
More practical training sessions are desired by the students	Formal instructions were circulated to all concerned heads through competent authority for addressing the issue of increasing practical training sessions.	Practical sessions and hands on training is organized


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Action Taken on Feedback from Teachers

Context

The Action Taken Report (ATR) on Faculty Feedback Analysis stems from a thorough survey methodology, encompassing diverse aspects of teaching. The percentage-wise breakdown of responses establishes a clear benchmark for institutional improvement, while open-ended questions add qualitative depth to the analysis, guiding the institution's commitment to excellence and adaptability.

Survey Methodology:

The foundation of the Action Taken Report (ATR) lies in the meticulous and inclusive survey methodology employed to gather feedback from the teaching faculty. With a well-defined questionnaire covering diverse aspects such as syllabus relevance, infrastructure adequacy, and encouragement of innovative teaching strategies, the survey ensured a comprehensive understanding of faculty perspectives. The methodology sets the stage for subsequent analysis and action.

Feedback Analysis Percentage-wise:


The percentage-wise breakdown of faculty responses serves as a quantifiable representation of the consensus among teachers on various dimensions of the academic environment. This numerical analysis becomes the benchmark against which the institution measures the satisfaction and agreement levels. The benchmark of 80% agreement sets a clear standard for action, emphasizing continuous improvement in academic practices and facilities.

Action Taken Report:

The Action Taken Report (ATR) is a crucial component that translates feedback into tangible improvements. The report clearly outlines the feedback received, the actions initiated in response, and the subsequent impact. By addressing specific concerns highlighted by the faculty, the institution demonstrates a commitment to responsiveness and adaptability, fostering an environment conducive to growth and innovation.

Use of Open-Ended Questions:

The inclusion of open-ended questions in the survey enriches the analysis by providing qualitative insights. These responses offer a deeper understanding of faculty experiences, allowing for a more nuanced interpretation of the numerical data. Serious responses to open-ended questions (as expressed by over 20% of the respondents) serve as additional triggers for action, ensuring that the institution not only addresses quantitative trends but also captures the subtleties and specificities expressed by faculty members.


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Conclusion:

As the institution navigates the Faculty (Teacher) Feedback Analysis Report for the academic year 2018-19, it is poised to celebrate commendable practices, acknowledge areas for improvement, and implement actionable strategies. The ATR becomes a dynamic roadmap, responding to the nuances uncovered in the survey and fostering an environment that aligns with the institution's commitment to excellence in education.

Action Taken:

Feedback	Action taken	Impact
Suggested that syllabi should be need based	Formal instructions were circulated to all concerned heads through competent authority for addressing the issues suggested by the teachers through feedback	The details of the feedback were received by the heads of concerned heads and appropriate awareness was created
Teachers should have the freedom to adopt innovative techniques/strategies of teaching such as seminar presentations, group discussions etc	Formal instructions were circulated to all concerned heads through competent authority for addressing the issues suggested by the teachers through feedback	The details of the feedback were received by the heads of concerned heads and appropriate awareness was created. Teachers were encouraged to adopt more innovative techniques and strategies for teaching.


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Action Taken on Feedback from Employers

Context

The Action Taken Report (ATR) on Employer Feedback Analysis is rooted in a comprehensive survey methodology, with a focus on communication skills and problem-solving abilities. The percentage-wise breakdown sets clear benchmarks, and the incorporation of qualitative insights through open-ended questions ensures a nuanced understanding, showcasing the institution's commitment to aligning education with industry expectations and continuous improvement.

Survey Methodology:

The foundation of the Action Taken Report (ATR) rests on the robust survey methodology employed to gather feedback from employers. With a sample size of 20 participants, the Employer Feedback Survey Questionnaire was meticulously designed to gauge various aspects such as communication skills, problem-solving abilities, and overall satisfaction with SNVMV students. The inclusion of open-ended questions enriched the survey, providing qualitative insights into employer perspectives.

Feedback Analysis Percentage-wise:


The percentage-wise breakdown of employer responses serves as a quantitative representation of their satisfaction levels across critical parameters. This numerical analysis becomes the benchmark against which the institution measures the effectiveness of its programs in preparing students for the workforce. The benchmarks, set at a minimum threshold of 70% satisfaction on each parameter, provide actionable standards for continuous improvement.

Action Taken Report:

The Action Taken Report (ATR) is a crucial component that outlines the steps taken in response to employer feedback. Specific suggestions, such as enhancing communication skills and promoting teamwork, prompted formal instructions to concerned heads. These actions were then translated into tangible impacts, with teachers incorporating stress on communication skills and encouraging teamwork, showcasing the institution's commitment to responsiveness and adaptability.

Use of Open-Ended Questions:

The inclusion of open-ended questions in the survey adds a qualitative dimension to the analysis. Employers were given a platform to provide nuanced feedback, share specific experiences, and articulate suggestions regarding the curriculum and college ambiance. These qualitative insights serve as invaluable narratives that complement the quantitative data, offering a holistic understanding of strengths and areas for improvement. Key concerns expressed in the narrative areas as expressed by over 30% of the respondents or were noted as serious desiring action received prompt action.


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Conclusion:

As we navigate through the Employer Feedback Analysis Report for the academic year 2018-19, the institution is poised to celebrate commendable attributes in SNVMV students, identify areas for refinement, and outline actionable strategies. The ATR becomes a dynamic roadmap, responding to both quantitative trends and qualitative narratives, fostering an environment that aligns with industry expectations and continuously enhances program effectiveness. The institution remains dedicated to leveraging employer feedback to fortify the enduring connection between academia and industry.

Action Taken:

Feedback	Action Taken	Impact
Suggestion to enhance general communication skills	Formal instructions were circulated to all concerned heads through competent authority for addressing the issues suggested by the employers. Teachers were given instructions to ensure enhancement of communication skills of the students.	Teachers incorporated stress on the issues of improvement of communication skills of the students in their teaching of curriculum.
Suggestion to promote work environment for team work	Formal instructions were circulated to all concerned heads through competent authority for addressing the issues suggested by the employers. Teachers were given instructions to ensure promotion of work Environment in the form of team work.	Teachers encouraged students to work in team and positive results of working in a team are visible.


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Action Taken on Feedback from Alumnae

Context for the ATR

The Alumnae Action Taken Report, grounded in a thorough survey methodology, delves into the alumnae experience, utilizing open-ended questions for detailed insights. Exemplifying the institution's commitment to responsiveness, the report showcases tangible actions taken to enhance education based on alumnae feedback, emphasizing a dedication to continuous improvement of academic performance and the institutional ambience.

Survey Methodology:

The Feedback Analysis Report is grounded in a meticulous survey methodology, engaging a substantial sample size of 200 participants. The Alumnae Feedback Survey Questionnaire was designed to comprehensively capture the nuances of the alumnae experience, covering diverse aspects from syllabus coverage to personal interactions with lecturers. The inclusion of open-ended questions added depth to the survey, encouraging alumnae to share detailed insights.

Feedback Analysis Percentage-wise:


The percentage-wise breakdown of responses forms the quantitative backbone of the report. This analysis provides a comprehensive overview of alumnae satisfaction across various dimensions, offering insights into areas of strength and opportunities for improvement. The benchmark set at 80% satisfaction serves as a standard against which the institution measures its success in providing a quality education.

Action Taken Report:

The Action Taken Report (ATR) outlines the tangible steps taken in response to alumnae feedback. Notable actions, such as increasing exposure to field visits and addressing communication skills, were initiated through formal instructions to concerned heads. These actions translated into impactful changes, demonstrating the institution's commitment to continuous improvement and responsiveness to alumnae suggestions.

Conclusion:

The Alumnae Feedback Analysis Report for the academic year 2018-19 serves as a testament to the institution's dedication to continuous enhancement and responsiveness. By dissecting the percentage-wise breakdown, the report aims to highlight commendable aspects of the institution's impact, identify areas for refinement, and pave the way for actionable strategies.


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Action Taken:

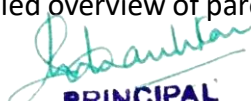
Feedback	Action taken	Impact
More exposure to field visits in curriculum	Formal instructions were circulated to all concerned heads through competent authority for addressing the issue. All the teachers were notified about the issue and they were encouraged to have more field visits as a part of their curriculum.	Heads paid more attention to have more field visits and thus gave exposure to students for field visits.
Communication Skills	Formal instructions were circulated to all concerned heads through competent authority for addressing the issues suggested by the employers. Teachers were given instructions to ensure enhancement of communication skills of the students.	Teachers incorporated stress on the issues of improvement of communication skills of the students in their teaching of curriculum.

Action Taken Report (ATR) - Parent Feedback Analysis:

Context

The Parent Action Taken Report (ATR) is grounded in a robust survey methodology, emphasizing the institution's commitment to collaboration and responsiveness. The percentage-wise analysis, striving for a high agreement rate, serves as a guide for continuous improvement in academic performance and the institutional ambience, underlining the partnership between the institution and parents in fostering a positive learning environment.

- Survey Methodology:** The Parent Feedback Analysis Report is grounded in a robust survey methodology, engaging a significant sample size of 100 participants. The Parent Feedback Survey Questionnaire was designed to cover crucial aspects of the educational journey, from the relevance of the course curriculum to the adequacy of facilities. Importantly, the inclusion of open-ended questions allows parents to share qualitative feedback, providing a more comprehensive understanding of their experiences.
- Feedback Analysis Percentage-wise:** The percentage-wise breakdown of responses forms the quantitative foundation of the report. This analysis offers a detailed overview of parental


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satisfaction across various dimensions. The benchmarks for actionable insights, with a target agreement rate of 80%, serve as a guide for continuous improvement. Responses falling below the benchmark trigger a call to action, demonstrating the institution's commitment to addressing concerns and fostering a positive learning environment.

- 3. Parent Feedback Analysis Report - 2018-19:** The introduction sets the tone for the report, emphasizing the significance of the partnership between educational institutions and parents in achieving academic excellence. It provides context to the survey, outlining the specific areas explored, and introduces the benchmarks for actionable insights. The commitment to continuous improvement and alignment with educational objectives is highlighted.
- 4. Action Taken Report - No Action Required:** Notably, no specific action is required based on the Parent Feedback Analysis Report. This is due to the assurance that concerns raised by parents have been duly addressed during the Action Taken Reports (ATRs) on the feedback from other stakeholders. The institution remains responsive to feedback from various sources, ensuring a holistic and comprehensive approach to continuous improvement.

Conclusion: The Parent Feedback Analysis Report for the academic year 2018-19 reflects a dedication to collaboration between the institution and parents. Through a combination of quantitative data and qualitative narratives from open-ended questions, the report aims to celebrate commendable aspects, identify areas for improvement, and reinforce the commitment to providing an educational environment that nurtures holistic student development. The benchmarks for actionable insights serve as a guiding standard, emphasizing the institution's commitment to exceeding parental expectations. The inclusion of open-ended questions adds depth to the analysis, providing valuable suggestions and observations from the parental perspective. The institution remains steadfast in its pursuit of continuous improvement and responsiveness to feedback, even as specific actions are not required based on the Parent Feedback.


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