



SAROJINI NAIDU VANITA MAHA VIDYALAYA

COLLEGE FOR WOMEN, AFFILIATED TO OSMANIA UNIVERSITY

(Sponsored and Managed Jointly by Osmania Graduates' Association and Exhibition Society)

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Action Taken Report on feedback report 2019-20


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, alumni and professionals.

- 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 Alumni 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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FEEDBACK FROM STUDENTS

Basis for Action Taken Report:

The Action Taken Report (ATR) is grounded in a comprehensive analysis of the feedback obtained from students through the 2019-20 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:

- The Action Taken Report acknowledges and directly addresses specific concerns raised in the survey results, such as modifying online class timings, are designed to align with the institution's benchmark of achieving 80% satisfaction or above. This targeted approach demonstrates the institution's commitment to addressing key issues highlighted by stakeholders. The time table is prepared according to students' availability, ensuring a more accommodating schedule.

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:

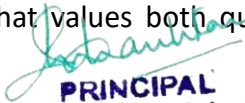
- By integrating both numerical benchmarks and nuanced details from open-ended responses, the ATR takes a holistic approach. The nuanced insights, such as the emphasis on interactive teaching methods and the need for practical applications, play a pivotal role in shaping specific actions.

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.


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This 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.

Student Feedback and Action Taken

S. No.	Feedback	Action Taken
1.	Online class timings to be modified	The time table is prepared according to students availability

FEEDBACK FROM TEACHERS

Context of ATR

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.



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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) or were serious enough in qualitative responses 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.


Conclusion:

As the institution navigates the Faculty (Teacher) Feedback Analysis Report for the academic year 2019-20, 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.

- Concern expressed: Inability to expand the use of ICT tools such as LCD projector, Zoom , WhatsApp, YouTube, Google Classroom, etc. during teaching

Teacher Feedback and Action Taken

Sl. No.	Feedback	Action Taken
1.	Coverage of wifi should be increased.	Conducted a Wi-Fi infrastructure assessment and initiated enhancements to improve coverage across the campus, addressing concerns. IT department actively implementing upgrades for better connectivity. Monitoring and feedback mechanisms established for ongoing improvements..


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FEEDBACK FROM EMPLOYERS

Context of the ATR

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 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 stakeholder, 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 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 serious enough as expressed in the qualitative questions received prompt action.


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Conclusion:


As we navigate through the Employer Feedback Analysis Report for the academic year 2019-20, 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:

A key concern expressed: ICT enabled students for placement initiatives

Employer Feedback and Action Taken

Sl. No.	Feedback	Action Taken
1.	ICT enabled students	Placement cell-oriented students and aligned online preplacement and placement drive as per the concerned HR and students' availability


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FEEDBACK FROM ALUMNI

Context to the ATR

The Alumni Action Taken Report, grounded in a thorough survey methodology, delves into the alumni 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 alumni feedback, emphasizing a dedication to continuous improvement.

Survey Methodology:

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

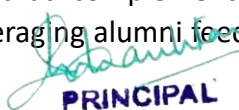
Action Taken Report:

The Action Taken Report (ATR) 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 stakeholder, the institution demonstrates a commitment to responsiveness and adaptability, fostering an environment conducive to growth and innovation.

Conclusion:

The Alumni Feedback Analysis Report for the academic year 2019-20 serves as a testament to the institution's dedication to continuous enhancement and responsiveness. By dissecting the percentage-wise breakdown and exploring the narratives provided by alumni through open-ended questions, the report aims to highlight commendable aspects of the institution's impact, identify areas for refinement, and pave the way for actionable strategies.

The benchmarks for actionable insights, rooted in alumni satisfaction, underscore the institution's commitment to nurturing a positive and impactful educational journey. The qualitative insights from open-ended questions enrich the report, providing a narrative layer that complements the quantitative analysis. The institution remains steadfast in its pursuit of leveraging alumni feedback


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to elevate the quality of education, foster pride among graduates, and maintain a lasting connection with its esteemed alumni.

Alumnae Feedback and Action Taken

Sl. No.	Feedback	Action Taken
1.	Requirement of a variety of courses and programs that cater to students' interests and career goals	Described below.

Action Taken:

Sarojini Naidu Vanita Maha Vidyalaya (SNVMV) believes in continuously improving its institution's academic offerings to meet the diverse interests and career goals of its students. To address the concerns raised by stakeholders regarding the requirement of a variety of courses and programs, the institution took several actions during the academic year 2019-20. This report outlines the actions implemented to fulfill the expressed needs of the stakeholders.

Curriculum Enhancement:


To provide a wider range of courses and programs aligning with students' interests and career goals, the following actions were taken:

- Needs Assessment:** A comprehensive needs assessment survey was conducted to understand the specific areas of interest and career aspirations of the students. This helped identify gaps in the existing curriculum.
- New Add-on Course Development:** Based on the needs assessment results, new add-on courses were developed and introduced to cater to the identified interests and career goals of the students. These courses were designed to provide specialized knowledge and skills required in various fields.
- Interdisciplinary Approach:** Encouragement was given to the integration of interdisciplinary elements within the curriculum, allowing students to explore diverse subject areas and develop a holistic understanding of their chosen fields.

Stakeholder Involvement:

To ensure that the courses and programs offered aligned with the expectations and requirements of the stakeholders, active involvement in the decision-making process was ensured:

- Stakeholder Consultations:** Meetings and discussions with students, alumni, and parents were organized to gather input on the desired courses and programs. Their valuable insights and suggestions were considered during the curriculum development process.


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b. Advisory Committees: Advisory committees comprising representatives from various stakeholder groups were established. These committees provided ongoing guidance and feedback to ensure that offerings met the evolving needs of the industry and society.

Collaboration and Partnerships:

To further enrich course offerings and provide real-world exposure to students, collaborations and partnerships with external organizations were sought:

a. Industry Collaborations: Partnerships with industry leaders and professionals were established to develop industry-relevant programs and ensure that students are well-prepared for the demands of the job market.

b. Internship Opportunities: The network of internship opportunities was expanded, allowing students to gain practical experience and apply their learning in real-world settings.


By enhancing the curriculum, involving stakeholders in decision-making, and fostering collaborations, significant strides have been made in addressing the requirement for a variety of add-on courses and programs.

Action Taken Report (ATR) - Parent Feedback

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, underlining the partnership between the institution and parents in fostering a positive learning environment.

1. **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.
2. **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 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, or that were found serious in the narrative responses trigger a call to action, demonstrating the institution's commitment to addressing concerns and fostering a positive learning environment.


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3. **Parent Feedback Analysis Report - 2019-20:** 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. Parents Feedback and Action Taken

Sl. No.	Feedback	Action Taken
1.	Clear notice for the class schedule and exam time table should be declared well in advance	A meeting with the principal has been arranged to address concerns and queries from parents and students regarding the postponed examinations due to COVID-19.

Conclusion: The Parent Feedback Analysis Report for the academic year 2019-20 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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