HOLY CROSS COLLEGE

ACCREDITED BY NAAC WITH 'A+' GRADE (CYCLE:2)

Tripura University Reg. Code: 17

Jubatara,P.O. Lembucherra, Tripura West Pin-799210

Phone: 0381-2915930, +91 9402315672

email- principalhccagt@gmail.com

Web: www.holycrosscollege.in

"Educating hearts and minds"

Feedback Analysis Report
### For the Session-2023-2024

Student Feedback Report on Teaching and Learning Quality in the College

The effectiveness of an educational institution is profoundly shaped by the quality of its teaching-learning processes, which directly influences student satisfaction and academic outcomes. To assess this quality, we have gathered comprehensive feedback from students across various courses offered at our college. This feedback encompasses several critical dimensions, including the adequacy of the syllabus, the delivery methods employed by faculty, the integration of information and communication technology (ICT) tools, the relevance and currency of recommended texts, and the availability of opportunities for research and practical experiences. By meticulously analysing these aspects, we aim to gain valuable insights into the overall educational experience and identify potential areas for enhancement.

Student Feedback Analysis

1. Sufficiency of Course Syllabus

Feedback is collected to assess if the syllabus meets the educational needs and learning objectives of students.

Figure: 1
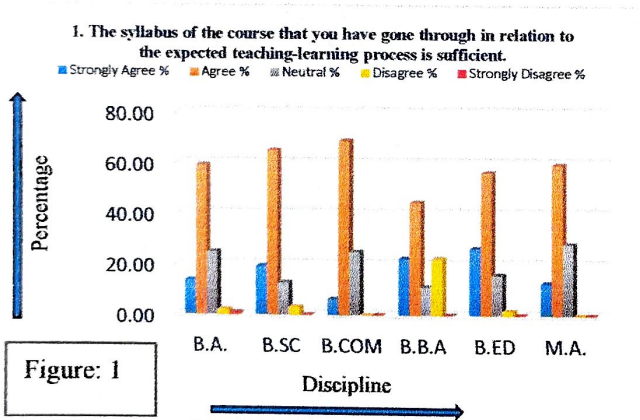
The feedback regarding the sufficiency of the syllabus across various disciplines reveals both strengths and areas for improvement within our educational framework. It is encouraging to note that the majority of students in B.Ed. and B.Sc. programs feel positive about their syllabus, indicating that these curricula effectively meet their academic needs and expectations. This suggests that the design and implementation of these programs are aligned well with students' learning objectives.

Overall, this reflection underscores the importance of regularly reviewing and updating our curricula to ensure they are relevant, comprehensive, and engaging for all students. By fostering open communication and actively seeking student input, we can enhance the educational experience and better meet the diverse needs of our student body.

2. Coverage of Course Syllabus

This feedback helps determine if all essential topics were adequately addressed during the course.

The feedback regarding syllabus coverage reveals encouraging trends across various disciplines, particularly highlighting the strong sense of satisfaction among students in the B.Sc. and B.Ed. programs. With combined positive responses of 87.23% and 85.96%, respectively, it is clear that a majority of these students feel that the syllabus has been thoroughly addressed in the classroom. This indicates effective teaching practices and curriculum delivery, fostering a conducive learning environment.

2. The syllabus of the course was covered in the Class.

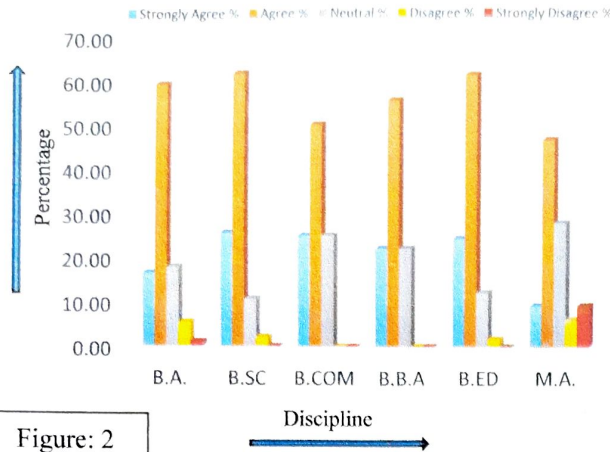■ Strongly Agree % ■ Agree % ■ Neutral % ■ Disagree % ■ Strongly Disagree %

Figure: 2

While there are neutral responses noted, particularly in the M.A. and B.Com. programs, this presents an opportunity for constructive dialogue. The neutral sentiment suggests that some students may not fully recognize the extent of syllabus coverage or may feel indifferent, which can be addressed through enhanced communication and engagement strategies. By inviting feedback and creating platforms for discussion, we can clarify any uncertainties and reinforce the value of the curriculum. While there are areas for improvement, the overall feedback presents a predominantly positive picture of syllabus coverage across disciplines.

3. Faculty Course Delivery

The feedback on course delivery across various disciplines provides a comprehensive view of student satisfaction and areas for improvement. Gathering opinions on this ensures faculty are engaging and enhancing student learning:

3. Course delivery by faculty members in the class is excellent.

■ Strongly Agree % ■ Agree % ■ Neutral % ■ Disagree % ■ Strongly Disagree %
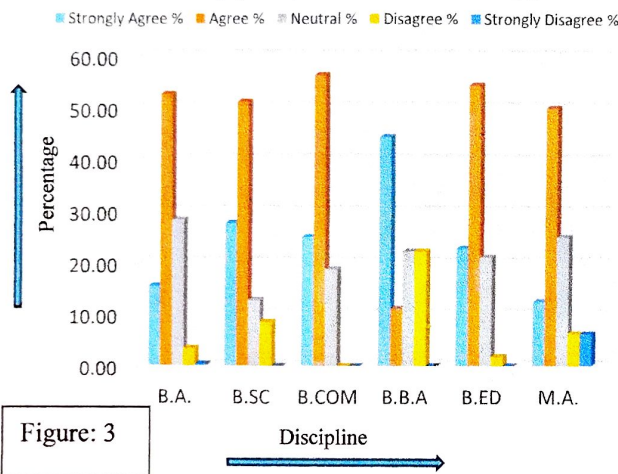

Figure: 3

The high levels of satisfaction in the B.Sc. and B.Com. programs are commendable. This reflects the faculty's effective teaching methods and their ability to meet student expectations. These programs can serve as models for other disciplines. The B.B.A. program's standout performance, with the highest percentage of strong agreement, highlights the success of its course delivery.

Overall, the feedback reflects a strong foundation of effective teaching and student satisfaction. The areas of high agreement and strong positive responses are commendable, while the neutral and disagreement responses provide valuable insights for continuous improvement. The faculty's commitment to delivering quality education is evident and appreciated by the majority of students.

4. Use of ICT Tools in Teaching

4. While teaching, ICT tools such as LCD projector, Multimedia, etc. were used by the teachers.

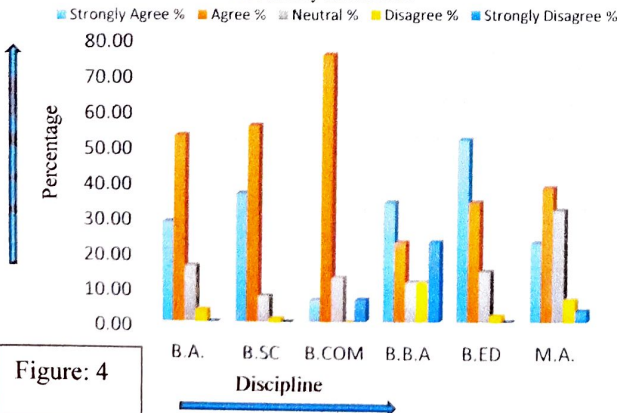■ Strongly Agree % ■ Agree % ■ Neutral % ■ Disagree % ■ Strongly Disagree %

Figure: 4

Feedback on ICT tool usage evaluates how well technology is integrated into the learning experience. The feedback indicates a solid foundation in the effective use of ICT tools for course delivery, with high levels of satisfaction in several programs:

It's encouraging to see that a significant majority of students, particularly those in the B.Sc. and B.Com. programs, are highly satisfied with the course delivery. With 78.72% and 81.25% of students respectively expressing positive responses, it is clear that the faculty's efforts are being well-received and appreciated. The B.B.A. program stands out with an impressive 44.44% of students strongly

agreeing that the course delivery is excellent. This indicates that nearly half of the students in this program are extremely satisfied, which is a testament to the quality and effectiveness of the teaching methods employed. While there are higher neutral responses among B.A. and M.A. students, this feedback can be seen as an opportunity for growth. The neutral stance suggests that there is room for improvement, and addressing these areas can lead to even higher satisfaction levels in the future.

The areas of strong agreement and positive responses are noteworthy and should be acknowledged. Meanwhile, the neutral and disagreement responses offer valuable insights for ongoing improvement. By addressing these areas of concern and leveraging existing strengths, the institution can further enhance the quality of education through the strategic use of technology.

5. Relevance and Update of Recommended Texts

Students' views on textbooks ensure that the materials are current and suitable for the course content:

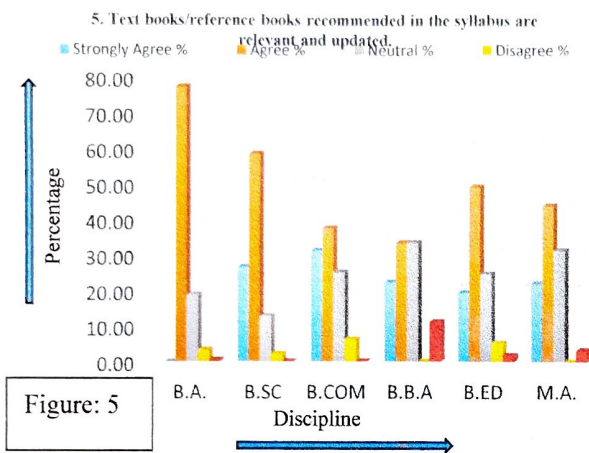The majority of students in all disciplines agree that the textbooks and reference books recommended in the syllabus are relevant and updated. The highest levels of agreement are seen in B.A. (77.44%) and B.Sc. (58.71% combined Strongly Agree and Agree). This indicates a strong overall satisfaction with the relevance and currency of the recommended reading materials, suggesting that these resources are effectively supporting the students' learning needs.

Figure: 5

The feedback reflects a solid foundation in the relevance and updating of textbooks and reference books recommended in the syllabus, with high levels of satisfaction in several programs. The areas of strong agreement and positive responses are noteworthy and should be acknowledged. Meanwhile, the neutral and disagreement responses offer valuable insights for ongoing improvement. By addressing these areas of concern and leveraging existing strengths, the institution can further enhance the quality of education through the strategic selection and updating of recommended reading materials.

6. Alignment with Outcome-Based Education

Feedback checks if course outcomes are clearly defined and aligned with the expected educational results.
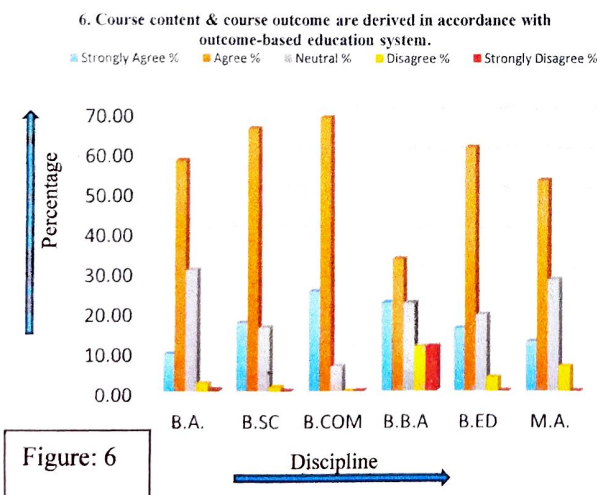

Figure: 6

The majority of students across disciplines agree that the course content and outcomes are derived in accordance with the OBE system.

B.Com. (93.75%) and B.Sc. (82.98%) exhibit the highest combined positive responses (Strongly Agree + Agree). This indicates a strong alignment of the course structure with OBE principles in these disciplines, suggesting that the educational objectives and outcomes are clearly defined and effectively communicated to students.

B.Com. students show the highest percentage of strong agreement (25.00%) with the relevance of the course content and outcomes to the OBE system. B.B.A. (22.22%) and B.Sc. (17.02%) also demonstrate strong positive responses. The high levels of strong agreement in these programs highlight the confidence students have in the alignment of their course content with OBE standards. This suggests that these programs are particularly effective in meeting the educational goals set by the OBE framework.

Meanwhile, the neutral and disagreement responses offer valuable insights for ongoing improvement. By addressing these areas of concern and leveraging existing strengths, the institution can further enhance the quality of education through the strategic implementation and communication of OBE principles.

7. Fairness of Assessment Processes

The feedback on the fairness of assessment processes, including class tests, group discussions, quizzes, assignments, and presentations, provides a comprehensive view of student satisfaction and areas for improvement across various disciplines. This helps ensure that the assessment methods used are equitable and effectively measure student understanding:

The majority of students across disciplines agree that the assessment processes are fair. The highest combined positive responses (Strongly Agree + Agree) are seen in B.Ed. (91.22%) and M.A. (81.26%). This indicates a high level of satisfaction with the fairness of assessments in these programs, suggesting that the assessment methods are perceived as equitable and just by a significant portion of students.

B.Ed. students express the highest level of strong agreement at 33.33%. B.Sc. (25.53%) and B.B.A. (22.22%) also show strong positive responses. The high levels of strong agreement in these programs highlight the confidence students have in the fairness of their assessment processes. This suggests that these programs are particularly effective in implementing fair assessment practices.

Neutral and disagreement responses identify opportunities for improvement in certain areas. By addressing concerns and enhancing fair and transparent assessments, the institution can further improve the quality of education.
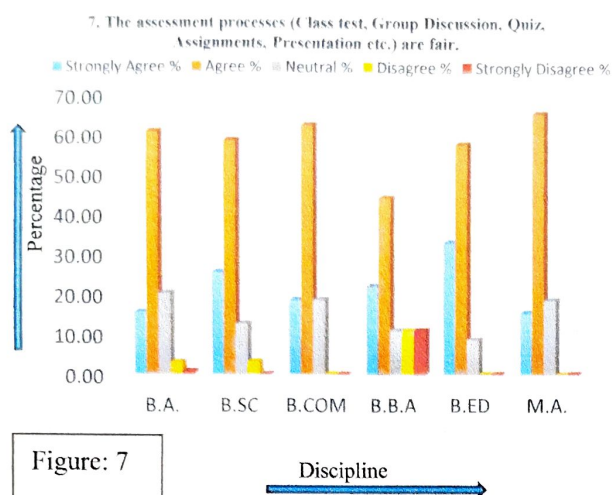
7. The assessment processes (Class test, Group Discussion, Quiz, Assignments, Presentation etc.) are fair.

Strongly Agree %   Agree %   Neutral %   Disagree %   Strongly Disagree %

Figure: 7

8. Opportunities for Research and Out-of-Class Learning

Feedback assesses whether students are provided with enriching activities that extend learning beyond the classroom:

A strong majority of students across multiple programs agree that they are provided with opportunities for research activities and out-of-classroom learning experiences such as guest lectures, seminars, workshops, and value-added programs. Particularly, students in B.Sc. (80.85%) and B.A. (72.05%) express high satisfaction, indicating that these programs offer a robust framework for learning outside of the traditional classroom environment. The high percentage of agreement in these fields suggests that the institution is succeeding in facilitating opportunities for practical learning and intellectual development beyond regular coursework, which is vital for students' overall academic and professional growth.
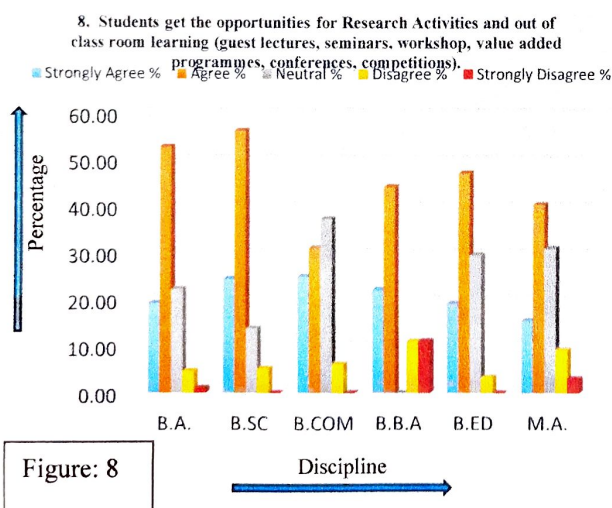
8. Students get the opportunities for Research Activities and out of class room learning (guest lectures, seminars, workshop, value added programmes, conferences, competitions).

Strongly Agree %   Agree %   Neutral %   Disagree %   Strongly Disagree %

Figure: 8

This may be due to the structured nature of these programs, which likely integrate research components and practical activities such as workshops, field visits, and guest lectures into the curriculum. The B.A. (19.19%) and B.B.A. (22.22%) students also reflect a relatively strong level of satisfaction, indicating that while improvements could be made, these programs are still perceived positively by a significant number of students.

To improve student engagement and satisfaction, majority of the programs should consider expanding the scope and visibility of research opportunities, workshops, and seminars. Additionally, providing clearer pathways for students to engage in out-of-classroom learning could help reduce neutrality and dissatisfaction, ensuring that all students feel they are benefiting from a well-rounded academic experience.

9. Opportunities for Practical Experiences

The feedback on the availability of experiential learning opportunities such as internships, student exchanges, field visits, and study tours provides a comprehensive view of student satisfaction and areas for improvement across various disciplines:

Figure: 9

A moderate percentage of students across most disciplines agree that they receive opportunities for internships, student exchanges, field visits, and study tours. The highest combined positive responses (Strongly Agree + Agree) are seen in B.Sc. (77.66%) and B.Ed. (75.44%). This indicates that these programs provide substantial experiential learning opportunities outside of the classroom, which are well-received by students. The high levels of strong agreement in these programs highlight the success of these disciplines in providing meaningful and impactful experiential learning opportunities. This strong satisfaction indicates that these opportunities are likely enhancing the overall educational experience for students.
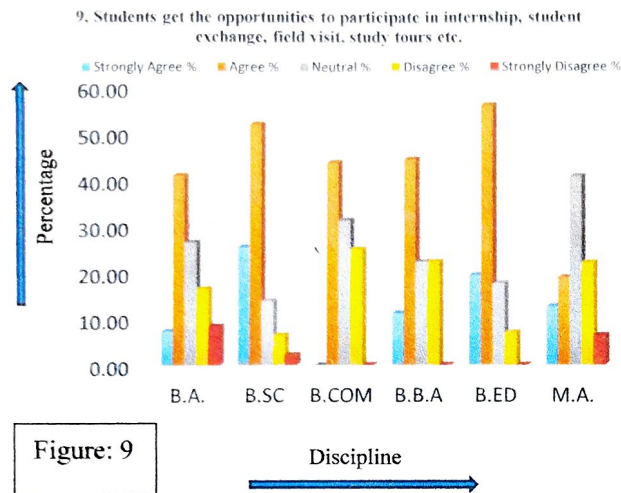
While certain programs perform well in offering practical learning opportunities, there is room for improvement in other programs. Institutions may consider enhancing internship partnerships, organizing more field visits and study tours, and better communicating these opportunities to students in order to address the dissatisfaction and neutrality reflected in the data. This will ensure a more balanced and enriching educational experience for all students.

10. Overall Quality of the Teaching-Learning Process

This overall feedback is crucial for identifying strengths and areas for improvement in the educational environment:
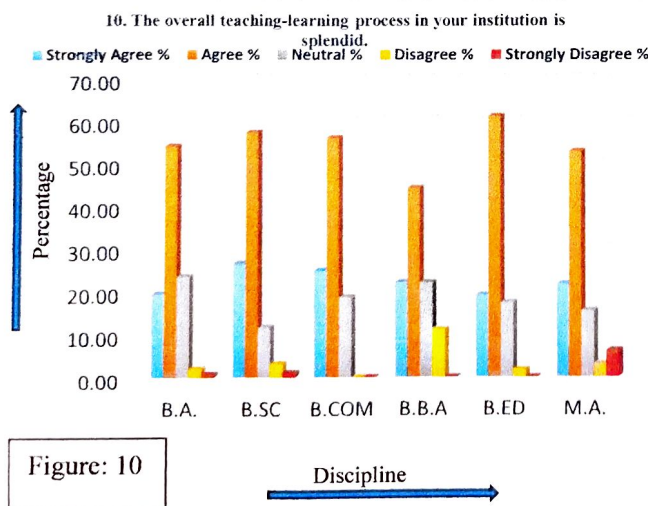

Figure: 10

Across all disciplines, a significant portion of students express satisfaction with the overall teaching-learning process. The highest combined positive responses (Strongly Agree + Agree) are observed in B.Sc. (84.05%), followed closely by B.Ed. (80.70%) and B.Com. (81.25%).

B.Sc. students show the highest percentage of strong agreement at 26.60%. B.Com. students also show strong approval with 25% strongly agreeing. The high levels of strong agreement in these programs highlight the particularly positive perception students have of the teaching-learning process. This suggests that these programs are excelling in delivering a high-quality educational experience.

While the overall teaching-learning process is highly regarded by most students, there are areas for improvement. This may reflect variability in teaching quality, engagement levels, or other factors that could be improved to ensure a more consistently positive learning experience.

Prepared By
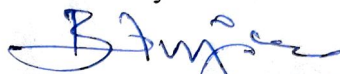
Dr. Sudipta Sinha.
27.09.2024

Dr. Sudipta Sinha
Assistant Professor
Department of Botany
Holy Cross College, Agartala

Certified By

Dr. Fr. Benny K. John, CSC
Principal
Holy Cross College, Agartala

PRINCIPAL
HOLY CROSS COLLEGE
AGARTALA