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STAKEHOLDERS FEEDBACK
2019 - 2020
(Report, Analysis, ATR)



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6.5.3 QUALITY ASSURANCE INITIATIVES

- ❖ **Feedback From Stakeholders 2019 - 2020**
 - Feedback Report
 - Feedback Analysis
 - ATR
- ❖ **Feedback From Stakeholders 2018 - 2019**
 - Feedback Report
 - Feedback Analysis



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FEEDBACK REPORTS: 2019 - 2020

Feedback: Students

Introduction:

Students form the most important stakeholders around whom an educational institution is built and developed. It becomes the duty of the institution to strive to meet its students' needs and to accommodate their expectations as best as it can. St. Xavier's College (Autonomous), Mumbai, with its motto, 'Provocans Ad Volandum' meaning 'Provoked to Fly', has consistently done so over its 150 years history. Student feedback through the years has been effectively implemented so as to benefit the Xavier's student community. In the academic year 2019-20 as well, feedback was sought from undergraduate and post graduate students from various disciplines on the quality of their learning experiences in college, and their expectations thereof.

Mechanism of feedback:

- A Google form was created with questions pertaining to the different aspects to be assessed.
- The weblink to the feedback questionnaire was provided to the students with a request to complete the form within the stipulated time.
- The weblink link was enabled and kept active for a month from the date of activation.
- Feedback collected was analysed for quality improvement measures.


Aspects of the questionnaire:

The Feedback questionnaire comprised of following specific areas

- Course details
- Admission process
- Feedback on orientation session conducted at the beginning of the academic year (chiefly for first year students)
- Curriculum and syllabus
- Evaluation pattern
- Special courses–Environmental Studies, Cross faculty course, Giving Voice to Values and Human Rights
- Relevance of the course
- Student-Teacher relationship
- Opinion on college life
- Disciplinary measures of the college



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Summary of Results:

A total of 1,336 students responded to the questionnaire - females, males, and other. Female respondents far outnumbered the males except in the commerce faculty where this trend was reversed. The overall responses were positive, while a few areas of concern remain as from last year's survey.

As in previous years, the student-teacher relationship in college received a high rating with greater than 70% students rating it as either good or excellent. Around 86% students stated that they are happy to come to college. A large majority of students were also highly satisfied with the academic discipline with 81% rating the lectures as good or excellent, and 79% rating the practical sessions in a similar manner. 75% of respondents rated the evaluation process, and 86% rated the exam conduction process as good or excellent. Students estimated that more than 70% of the syllabus was satisfactorily covered in the class. More than 51% students agreed that the college provided them with multiple opportunities to grow both, academically and personally.

With respect to the special courses offered by the college, around 74% students wanted these courses to continue. Additionally, 85% students felt that they gained immensely from the Cross-faculty courses (CFC), and that these courses were well executed. While more than 70% students agreed that the Extracurricular Courses (ECC) were useful and added value to their holistic development, less than 50% of them agreed that they should be mandatory. A similar trend was observed for the Social Involvement Programme (SIP), wherein a large majority of 83% agreed that the programme sensitized them towards the less privileged, but only 54% wanted it to be mandatory. The rest felt that making ECC and SIP mandatory was too taxing on them, considering the expected academic inputs expected of them during the semester.

The College library was rated as one of the best facilities on campus, an undisputable rank for past several years. 98% respondents rated it as very good or excellent. On an average, above 80% of students ranked as good or above the classroom and laboratory infrastructure and cleanliness. Nearly 78% students were happy with the computer facilities on campus. A recurring trend observed to continue from the previous year was that while most students were aware of the facilities available on campus including the Library, Gymnasium, Knowledge



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centre, Wellness centre and others, less than 25% of them were aware of the Student Beneficiary Fund (SBF). The college needs to rework its strategy to ensure that all students are made aware of the existence of the SBF and the procedure to avail it. The areas of improvement as suggested by students include improving internet connectivity on campus (64%), washroom (56%) and canteen (44%) facilities, and drinking water (35%).

While 92% of Bachelors students and 89% of Masters respondents felt that the college was better as compared to other colleges, almost all of them (94%) stated that they would recommend St. Xavier's College to other students.

The feedback obtained, while mostly being positive and encouraging, also highlighted a few key issues that demand immediate tackling. The priority issue being that several students of the evening Commerce college felt the lack of opportunities to showcase their talents as compared to the day college students. The commerce students work during the day and attend college in the evening, leaving them with lesser time to indulge in extracurricular activities. This situation needs to be remedied as best as possible under the given situation. The other suggestion that can definitely be considered is the demand by students for a 'College App' in keeping with the digital age and the necessity to digitize processes over the pandemic period. The 'College App' could be efficiently utilized to communicate academic information, make digital fee payments, display attendance and important notifications regarding ECC events and other college-organized events.

B. P. Gangabore
(IOAC Coordinator)



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Course Feedback: Students

Introduction:

A course-wise feedback was collected from students across all courses in the Arts, Commerce and Science faculties of the college, as well as self-financing departments.

Mechanism of feedback:

A form was created with questions pertaining to the different aspects to be assessed. The weblink to this form was shared with students. Students were requested to fill the form separately for all courses they were taking in the odd and even semesters. This was achieved by faculty members administering the questionnaire for their respective course towards the end of their lecture on an appointed day, when more than 75% of students were present in class.

Aspects of the questionnaire:

The Course Feedback questionnaire comprised of following areas:

- Clarity of course content listed in the syllabus.
- Academic enhancement achieved on completion of this course in terms of clarity of concepts/increase in knowledge and awareness/ability to apply the theory studied to practical situations (or solution of problems)
- Percentage of syllabus covered through lectures/self-study/not covered at all
- Evaluation methods used for CIA
- Student's interest level in the course

Summary of Results:

Arts*:

***Commerce courses have been included under the Arts section for analysis**

Odd Semester: The highest rating for academic enhancement in all three aspects considered were for the Hindi (compulsory and ancillary) course, each scoring 4 and above. All the other courses in the subjects of Ancient Indian History, Culture and Archaeology, Anthropology and Sociology, Economics, History, Political Science, French, English, Psychology and Statistics were rated as 'Good'. The only courses that students felt needed improvement in terms of problem solving ability and application of theory to practicals were in commerce and economics courses. As these are courses with direct application to day-to-day life, it becomes necessary to identify the cause of dissatisfaction among students with respect to these courses.

A marked distribution was observed with respect to syllabus completion, with Hindi once again being the highest with 80% or more syllabus being taught in class, followed by Anthropology, French, Psychology and Statistics (70 - 80%), the others between 60-70% and only AIHCA



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between 50–60%, probably because the subject demands a higher degree of analysis and self study about the ancient history and culture of India and includes field trips and assignments based on it.

Even Semester: A similar trend was observed in the even semester courses as well with all courses scoring 'Good' to 'High' ranking in academic enhancement on course completion, with courses in French, Hindi, History, Statistics, Anthropology and Masters in Psychology scoring the highest. All the rest were ranked under the 'Good' category. The syllabus completion in the even semester was 80% and above for French, Hindi and Statistics, between 70–80% for Anthropology, English, Political Science, Psychology, and Sociology, and between 60–70% for AIHCA, Commerce and History. There were no courses in the <60% syllabus taught category.

Science:

Odd Semester: All courses in the Science faculty were rated between 'Good' and 'High' by the students, with Zoology, Statistics, and Economics scoring the highest, Zoology in all three aspects studied. All the rest were in the 'Good' category. Further, Statistics and Zoology 80% of the syllabus was completed in class, between 70–80% was completed for Chemistry, Economics, Geology, Life Science, Biochemistry, Mathematics and Microbiology, between 60–70% for Botany, Physics and IT, as also the Masters courses in Geology, Physics and Microbiology. Only the Masters courses in Botany and Life Science fell under the between 50–60% range, which was in accordance with the BOS-approved pattern followed by these departments to allocate 50% syllabus for guided self-study.

Even Semester: For this semester also a similar trend was observed with respect to academic enhancements, with Life Science and Masters in Life Science being highest in all three aspects studied, followed by Statistics. All other courses ranked in the 'Good' category with a score of between 3 and 4, with none in the below 3 range. With respect to syllabus completion, Botany, Zoology, Geology, Chemistry, IT and Statistics covered more than 80% of the syllabus in class, followed by Life Science, Mathematics, Microbiology and Masters in Physics between 70–80%, Physics and Masters in Geology between 60–70%, and for the reasons stated above, Masters in Botany and Life Science lying in the 50–60% in-class syllabus coverage range.

Self-financing (BMM/BMS/BVoc):

Odd Semester: All courses in the three self-financing departments considered were ranked 3 or above, with BMM and BMS courses also ranging in the 'High' category for academic enhancement in terms of clarity of concepts and increase in knowledge and awareness. However, none of the self-financing courses got a high ranking for practical applications to solving real life problems. This aspect needs to be looked into as to why students felt a lack thereof, since these courses are designed to cater towards direct applications in everyday life



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with adequate exposure to the same provided. Once the causes are understood, relevant examples and exercises can be included, if indeed found lacking.

Students from all three departments stated that between 60–70% of syllabus was completed in class. This again, would be in accordance with certain curricular aspects of the courses demanding real time involvement and exposure to cover those topics in the forms of internships or assignments.

Even Semester: Most courses of the self-financing departments in the even semester were ranked in the 'High' category for academic enhancements, with the rest being in the 'Good' category. All courses without exception ranked high in the increase in knowledge and awareness aspect, with the BVoc courses also scoring a high in application of theory to practical day-to-day aspects. In the even semester, the BMM courses covered more than 80% syllabus in class, followed by the BMS at 70–80% and BVT at 60–70% coverage.

Over all, across all disciplines taught in college, students seem to have rated most courses in the Good to High range, with syllabus coverage, on an average to be between 70–80%, except for a few Masters courses, where the self-study component is necessarily higher.

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St. Xavier's College (Autonomous), Mumbai

Feedback Report

2019-20

Stakeholders: Parents

Introduction:

Parents are important stakeholders in their children's educational journey. They play an important role in the development and enhancement of the quality of an institution's practices. Feedback from parents allows an institute to evaluate its service provision and thus cater to providing excellent service towards the students by improving upon existing facilities and introducing newer ones. It thus becomes imperative to consider and evaluate the parents' perspective of an institution.

Mechanism of feedback:

- A Google form was created with the questions on different aspects to be assessed.
- The weblink to the form was shared with the parents of students currently enrolled in the college.
- The link for online feedback was enabled for a month starting from the date of activation.
- Feedback collected was analysed for quality improvement measures.


Aspects of the questionnaire:

Feedback questionnaire comprised of following specific areas

- General details of the student
- Admission process
- Orientation programme and duration of the orientation programme
- Parent-Teacher meeting
- Perception about college
- Disciplinary measures of the college
- Academic growth of the ward
- Infrastructural facilities



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- Extracurricular activities conducted by the college
- Inclusion
- Facilities on the campus
- Holistic development process

Summary of Results:

A total of 355 parents of currently enrolled UG and PG students responded to the feedback questionnaire.

Out these, 93.5% of respondents were aware and in favour of the Parents-Teachers meeting being held at the college level. 97.6% of them agreed that the content of orientation programme held for first year students and their parents was useful, informative and relevant, and of an adequate duration. Over 91% felt that the admission process had been smooth overall, with only minor glitches to tackle. All the percentage values stated were almost 10% higher than those in the same categories in the previous year.

An overwhelming majority of 96% parents were happy with the academic growth of their wards. 91% parents felt that good academic discipline was maintained by the college, with respect to the conduction of lectures, practicals, examinations and evaluations. 91% were happy with the syllabus coverage and almost 94% were satisfied with evaluation methods. A heartening 94% of parents felt that their ward's sensitivity towards the underprivileged sections of society had increased by participating in the Social Involvement Programme (SIP) on campus. Around 85% additionally felt that there was a marked increase in the interest and participation in extracurricular activities including sports and cultural events.

Parents were also aware of the infrastructural and other facilities (placement cell, gymnasium, knowledge centre, student beneficiary fund and others) on campus and were extremely satisfied with especially the college library (98.5%). With respect to other facilities, 81.43% were satisfied the purified drinking water facility at different locations on the campus, and 72.15% were happy with the affordability and variety of food and the overall hygiene of the college canteen. Over 61% of parents were also satisfied with the washroom facilities on campus, however several of them requested for better maintenance.



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of both, the canteen and washroom facilities.

In conclusion, more than 98% of parents who responded to the questionnaire said that their children were happy to come to college. 96% of them agreed to the holistic development of their wards at St Xavier's College, Mumbai, and 97% stated that they were very likely to recommend the college to others.

H. Pangalore
(IOAC Coordinator)



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Feedback: Alumni

Introduction:

St. Xavier's College (Autonomous), Mumbai, is known for its illustrious alumni who have made a mark in disciplines ranging from humanities, theatre, journalism, science, environmental and social activism, administrative services, defence and many others. They hold positions of repute in India and abroad, leaving a positive and impactful footprint globally. Having spent their formative years in this college, they are the best people to go back to, for feedback on the strengths and areas of improvement for the college. They are also a potential rich pool of mentors for present day students. Therefore, the college decided to connect with and seek feedback from its alumni in India and abroad. The detailed analysis and implementation of the feedback received will be instrumental in the college standing in global ranks.

Mechanism of feedback:

- A Google Form was created with pertinent questions related to college alumni.
- The weblink of the online form was shared with alumni with a request to complete the form in the stipulated time.
- The form was kept active for one month from the date of activation.
- Data collected was analysed to implement suggestions provided.

Aspects of the questionnaire:

Feedback was sought in the following areas -

- Programme studied
- Alumni interaction and association
- Professional details
- Perception
- Current activities on campus
- Teaching learning method
- Involvement with institute
- Campus visit
- Recommendations
- Opinion



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Summary of Results:

679 alumni responded to the questionnaire, spanning batches from 1969 to the most recent graduating batch of 2018. They had pursued either their junior college, undergraduate or post graduate education in college. They were currently either pursuing higher education in India or abroad, or were employed in various capacities across domains, and several were self-employed, heading their won enterprises.

Only around 45% of the respondents were members of the college Alumni Association, with a majority of the rest willing to be a part of it. This is an improvement over last year's figure of 39% membership, yet efforts need to be initiated in order to enrol more alumni in the association.

84% of alumni stated that the college was known for its high academic standards and a similar percentage (83%) said that it was better known for its fests. 91% of alumni agreed that they had been highly satisfied with their academic journey in college, including the quality of teaching, campus life and extracurricular activities. A large majority were satisfied by the technology and resources provided to them on campus during their student days. Around 45% had visited campus in the last 5 years, while the rest could not mostly because of being placed in different cities in the country or abroad.

77% alumni felt that their awareness about current activities in college was good and above, a definitive increase over 40% last year. This increased awareness was mostly due to information obtained from social networking sites and friends, followed by the college website and other sources. Around 40% felt that the college equipped students with necessary skills to begin working immediately after graduation/post-graduation, while the rest either did not agree or felt that they could not say based on their current knowledge. As a remedial measure, they suggested elective courses, software training, soft skills training and internships that provide a wider exposure to students and increase their employability. They further suggested that the college increase interaction with alumni in industry to provide an added edge to students in terms of industry exposure.

97% of respondent alumni were in touch with their batchmates, a healthy sign of deep friendships forged in campus. An equal percentage agreed that they would recommend St Xavier's College, Mumbai, to others. A majority of them were also willing to reconnect with the college in capacity from philanthropists and employers, and especially with providing students with internship opportunities and training in areas of their expertise.



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COURSE WISE' FEEDBACK ANALYSIS HIGHLIGHTS

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Arts (Odd Semester)

(Average taken over all courses in the Department)

| Academic enhancement achieved on completion of the course in terms of: | High (4 & Above) | Good (3 to <4) | Needs Improvement (Less than 3) |
|---|------------------|--|---------------------------------|
| Clarity of concepts | HIA/C | AIC, ANT, COM, ECO, ENG, FRA/C, HIST, POL, PSY, SOC, STA | --- |
| Increase in Knowledge/Awareness | HIA/C | AIC, ANT, COM, ECO, ENG, FRA/C, HIST, POL, PSY, SOC, STA | --- |
| Ability to apply Theory studied to Practical situations (or Solution of problems) | HIA/C | AIC, ANT, ENG, FRA/C, HIST, POL, PSY, SOC, STA | COM, ECO |

Average Percentage of Syllabus Covered in class by faculty of the Department

| 50-60 | 60-70 | 70-80 | 80 & Above |
|-------|-------------------------------|----------------------|------------|
| AIC | COM, ECO, ENG, HIST, POL, SOC | ANT, FRA/C, PSY, STA | HIA/C |

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Arts (Even Semester)

(Average taken over all courses in the Department)

| Academic enhancement achieved on completion of the course in terms of: | High (4 & Above) | Good (3 to <4) | Needs Improvement (Less than 3) |
|---|-----------------------------------|---|---------------------------------|
| Clarity of concepts | FRA/C, HIA/C, HIST, STA | AIC, ANT, COM, ENG, POL, PSY, MPSY, SOC | --- |
| Increase in Knowledge/Awareness | ANT, ENG, FRA/C, HIA/C, HIST, STA | AIC, COM, POL, PSY, SOC | --- |
| Ability to apply Theory studied to Practical situations (or Solution of problems) | HIA/C, MPSY | AIC, ANT, COM, ENG, FRA/C, HIST, POL, PSY, SOC, STA | --- |

Average Percentage of Syllabus Covered by faculty of the Department

| 50-60 | 60-70 | 70-80 | 80 & Above |
|-------|----------------|-------------------------------|-------------------|
| --- | AIC, COM, HIST | ANT, ENG, POL, PSY, MPSY, SOC | FRA/C, HIA/C, STA |

2

Science (Odd Semester)

(Average taken over all courses in the Department)

| Academic enhancement achieved on completion of the course in terms of: | High (4 & Above) | Good (3 to <4) | Needs Improvement (Less than 3) |
|---|------------------|---|---------------------------------|
| Clarity of concepts | STA, ZOO | BOT, MBOT, CHE, ECO, GEO, MGEO, IT, LSC, MLSC, BCH, MAT, MIC, MMIC, PHY, MPHY | --- |
| Increase in Knowledge/Awareness | ECO, STA, ZOO | BOT, MBOT, CHE, GEO, MGEO, IT, LSC, MLSC, BCH, MAT, MIC, MMIC, PHY, MPHY | --- |
| Ability to apply Theory studied to Practical situations (or Solution of problems) | STA, ZOO | BOT, MBOT, CHE, ECO, GEO, MGEO, IT, LSC, MLSC, BCH, MAT, MIC, MMIC, PHY, MPHY | --- |

Average Percentage of Syllabus Covered by faculty of the Department

| 50-60 | 60-70 | 70-80 | 80 & Above |
|-------------|--------------------------------|-----------------------------------|------------|
| MBOT, MLSC, | BOT, MGEO, IT, MMIC, PHY, MPHY | CHE, ECO, GEO, LSC, BCH, MAT, MIC | STA, ZOO |

3





Science (Even Semester)

(Average taken over all courses in the Department)

| Academic enhancement achieved on completion of the course in terms of: | High (4 & Above) | Good (3 to <4) | Needs Improvement (Less than 3) |
|---|------------------|--|---------------------------------|
| Clarity of concepts | MLSC, STA | BOT, MBOT, CHE, GEO, .GEO, IT, LSC, MAT, MIC, PHY, MPHY, ZOO | -- |
| Increase in Knowledge/Awareness | LSC, MLSC, STA | BOT, MBOT, CHE, GEO, .GEO, IT, MAT, MIC, PHY, MPHY, ZOO | -- |
| Ability to apply Theory studied to Practical situations (or Solution of problems) | MLSC | BOT, MBOT, CHE, GEO, .GEO, IT, LSC, MAT, MIC, MPHY, ZOO, STA | PHY |

Average Percentage of Syllabus Covered by faculty of the Department

| 50-60 | 60-70 | 70-80 | 80 & Above |
|------------|-----------|---------------------|-----------------------------|
| MBOT, MLSC | MGEO, PHY | LSC, MAT, MIC, MPHY | BOT, CHE, GEO, IT, STA, ZOO |

4

Self Financing (BMM/BMS/BVoc) Odd Semester

(Average taken over all courses in the Department)

| Academic enhancement achieved on completion of the course in terms of: | High (4 & Above) | Good (3 to <4) | Needs Improvement (Less than 3) |
|---|------------------|----------------|---------------------------------|
| Clarity of concepts | BMM | BMS, BVT | -- |
| Increase in Knowledge/Awareness | BMM, BMS | BVT | -- |
| Ability to apply Theory studied to Practical situations (or Solution of problems) | -- | BMM, BMS, BVT | -- |

Average Percentage of Syllabus Covered by faculty of the Department

| 50-60 | 60-70 | 70-80 | 80 & Above |
|-------|---------------|-------|------------|
| -- | BMM, BMS, BVT | -- | -- |

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Self Financing (BMM/BMS/BVoc) Even Semester

(Average taken over all courses in the Department)

| Academic enhancement achieved on completion of the course in terms of: | High (4 & Above) | Good (3 to <4) | Needs Improvement (Less than 3) |
|---|-------------------|----------------|---------------------------------|
| Clarity of concepts | BMM, VT | BMS, BVT | -- |
| Increase in Knowledge/Awareness | BMM, BMS, BVT, VT | -- | -- |
| Ability to apply Theory studied to Practical situations (or Solution of problems) | VT | BMM, BMS, BVT | -- |

Average Percentage of Syllabus Covered by faculty of the Department

| 50-60 | 60-70 | 70-80 | 80 & Above |
|-------|-------|---------|------------|
| -- | BVT | BMS, VT | BMM |

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STUDENTS' FEEDBACK ANALYSIS HIGHLIGHTS

TOTAL RESPONDENTS: 1336

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ACADEMICS IN XAVIER'S

70.21% - Rated teacher student relation as good & above

On an average 80.28% rated as good & excellent for the following.
Lecture(81.3%), Practical(79.12%), Examinations(85.93%), Evaluation(74.77%)

85.43% - Thinks that CFC is useful & well conducted

74.34% - Are happy with Special Courses as they found them relevant.

86.39% - Are happy to come to College

STUDENTS' PERCEPTION



77.82%
Happy with
computer
facilities



82.03%
feels that
infrastructure &
cleanliness of
classroom &
laboratories is
good & above



51.88%
agreed that SXC
provides multiple
opportunities for
1) personality
development
2) academic growth



98%
happy with
library facilities



94.41%
would
recommend
Xavier's to
others



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POINTS TO PONDER **Students**

Areas which need improvement:

Washroom facilities (58.85%), Canteen (44.38%),
Drinking water (34.72%) & Net Connectivity (64.14%)

Less than 25% students are aware about the Student Beneficiary Fund

PARENTS' FEEDBACK ANALYSIS HIGHLIGHTS

TOTAL RESPONDENTS: 355

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PARENTS' PERCEPTION

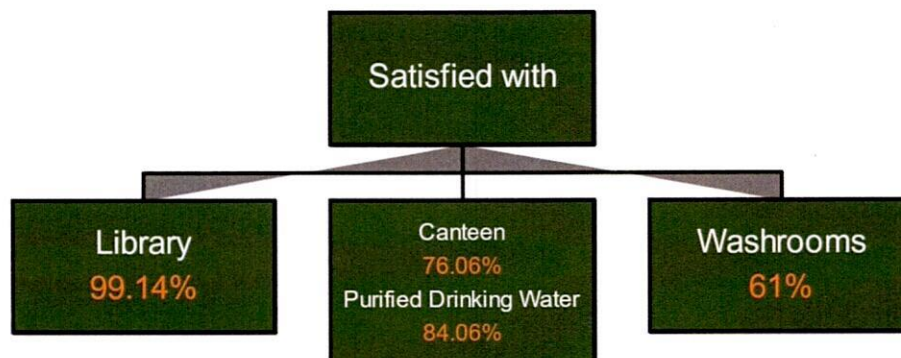
Orientation session was informative
97.57%

In favour of Parent teacher meeting
92.97%

Good Academic Discipline(lectures/practicals/evaluation)
90.88%

Happy with Academic Growth(96%) & Holistic
Development(98%)

ALL ABOUT XAVIER'S



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ACTIVITIES IN XAVIER'S

(IMPACT OF ECC / SIP)

84.57%

Mentioned involvement in
extracurricular activities has
increased

94%

Mentioned Sensitivity towards
less privileged has increased

98%

Would recommend Xavier's to
others

ALUMNI FEEDBACK ANALYSIS HIGHLIGHTS

TOTAL RESPONDENTS: 679

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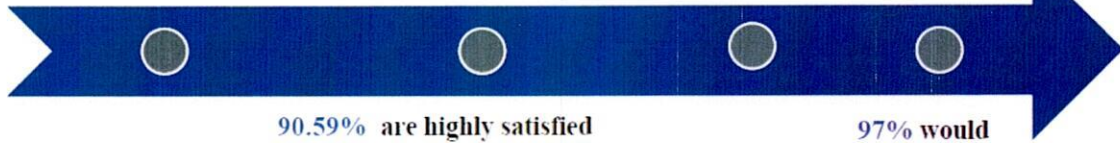
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ALUMNI PERCEPTION

Alumni

Xavier's best known for
high Academic Standards
(84.24%) & Fests (82.77%)

97% alumni
ranked St. Xavier's
as good & above



90.59% are highly satisfied
with their Academic Growth,
Quality of Professors,
Campus life & Extra
curricular activities

97% would
recommend
St. Xavier's
to others

REVERTING BACK TO XAVIER'S

Alumni

| | |
|---------------------------------|---|
| Awareness | 77.39% are aware about current activities through friends & social media |
| Networking | Almost 97% are in contact with their batch mates |
| Contribution to Xavier's | 55% expressed their desire to contribute towards Xavier's (by providing internship, employment, training) |



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SUGGESTIONS

Alumni

- Interaction with alumni to get industry exposure
- Applications in industry besides theoretical concepts, Software training, Soft Skills training




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**ACTION TAKEN REPORT BASED ON THE FEEDBACK FROM
VARIOUS STAKEHOLDERS (2019 - 2020)**

FEEDBACK-ALUMNI

| Areas of concern | Feedback report | ATR |
|-------------------------|--|--|
| Alumni Association | Only around 45% of the respondents were members of the College Alumni Association, with most of the rest willing to be a part of it. So, efforts need to be initiated to enrol more alumni in the association. | https://alumni.xaviers.edu/events (for details) Association is not registered yet. |
| Job-oriented skill sets | Around 40% felt that the college equipped students with the necessary skills to begin working immediately after graduation/ post-graduation, while the rest either did not agree or felt that they could not say based on their current knowledge. Suggestions: 1) As a remedial measure, elective courses, software training, soft skills training, and internships that provide a wider exposure to students and increase their employability. | Some of the remedial measures (Elective course such as Cross faculty courses and Applied components) are already being taken, online internships, MOOCs are being done by students. Online certificate course in Python (Department of Mathematics) and PG diploma in Bioinformatics (Department of Biotechnology) have been introduced in 2020-21. In addition, the college is introducing an additional credit (non mandatory) in recognition of the student effort in adding to their academic arsenal by completing courses in Swayam/Coursera etc. that are pre-approved for the additional credit |
| | 2) Increased interaction with alumni in the industry to provide an added edge to students in terms of industry exposure. | Some alumni engagement delivering lectures and sharing their expertise as guest or visiting faculty is ongoing. Several departments have Alumni on their BoS and have initiated measures to intern students with their companies. This would increase once the college reopens after the CoVID 19 pandemic |



B. Pangalore

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COURSE FEEDBACK BY STUDENTS

| Areas of concern | Feedback report | ATR |
|--|--|---|
| Skill for problem-solving ability and application | <p>Arts*: *Commerce courses have been included under the Arts section for analysis</p> <p>The only courses that students felt needed improvement in terms of problem-solving ability and application of theory to practicals were in commerce and economics courses. As these are courses with direct application to day-to-day life, it becomes necessary to identify the cause of dissatisfaction among students for these courses.</p> <p>Some subjects demand a higher degree of analysis and self-study about the ancient history and culture of India and include field trips and assignments based on it.</p> | <p>Some readings have been modified and replaced with more current ones to ensure that conceptual clarity is contextual to the students' lived experience.</p> <p>Have engaged in more pedagogical activities to shift more persons from moderate interest to high interest.</p> |
| Self-Study | <p>Science: Only in some of the master's courses in BioSciences were the students expected to complete around 50% of the course by guided self-study.</p> <p>The approach was approved by the BoS of each of the departments concerned.</p> | <p>Self-study is mandatory for PG students</p> |
| Practical applications to solving real-life problems | <p>Self-financing (BMM/ BMS/ BVoc): None of the self-financing courses got a high ranking for practical applications to solving real-life problems, since these courses are designed to cater towards direct applications in everyday life with adequate exposure to the same provided.</p> <p>Solution: relevant examples and exercises can be included.</p> | <p>Given the nature of online lectures, more emphasis on case studies and contemporary issues in each subject was stressed.</p> <ul style="list-style-type: none">- Films from world cinema were included.- Appropriate case studies were introduced.- Experts from the industry were invited to share the contemporary developments. More discussions were initiated, and peer learning was introduced.- To complete the syllabus solved problems and – |



H. Angalore

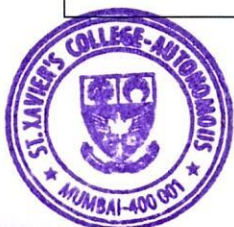


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| | | |
|--|--|--|
| | | <ul style="list-style-type: none">- YouTube videos were shared with the students before the lectures.- Emphasized more on academic principles. –- Research papers were also introduced relevant to the topics. |
|--|--|--|

GENERAL FEEDBACK–STUDENTS

| Areas of concern | Feedback report | ATR |
|---|---|--|
| Extracurricular activities and Social Involvement Program | <p>More than 51% of students agreed that the college provided them with multiple opportunities to grow both, academically and personally.</p> <p>More than 70% of students agreed that the Extracurricular Courses (ECC) were useful and added value to their holistic development. Less than 44% of them agreed that they should be mandatory.</p> <p>Social Involvement Programme (SIP), wherein a large majority of 83% agreed that the programme sensitized them towards the less privileged, but only 54% wanted it to be mandatory.</p> <p>The rest felt that making ECC and SIP mandatory was taxing on them, considering the expected academic inputs expected of them during the semester.</p> | ECC and SIP norms were relaxed for the year 2020-21 due to the CoVID19 pandemic |
| Infrastructure | <p>Need improvement in the following areas:</p> <p>Net connectivity Washroom Canteen Photocopying Purified drinking water</p> | <p>Drinking water is supplied via water purifiers. The Department of Microbiology routinely tests the water from all the purifiers of SXC every month to ensure potability.</p> <p>This report could be made available to students to reassure them that the water provided for drinking is of good quality.</p> |



CP Hangabse

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| | | |
|--------------------------------------|--|---|
| Evening Commerce college involvement | <p>Several students at the evening Commerce college felt the lack of opportunities to showcase their talents as compared to the day college students. The commerce students work during the day and attend college in the evening, leaving them with lesser time to indulge in extracurricular activities. This situation needs to be remedied as best as possible under the given situation.</p> <p>The other suggestion that can be considered is the demand by students for a 'College App' in keeping with the digital age and the necessity to digitize processes over the pandemic period. The 'College App' could be efficiently utilized to communicate academic information, make digital fee payments, display attendance and important notifications regarding ECC events and other college-organized events.</p> | <p>The commerce section has a separate College day programme which they participate in, with much enthusiasm. It gives them some opportunity to showcase their talent. Once regular college resumes, additional opportunities could be considered</p> <p>Fee payments are digitized</p> |
|--------------------------------------|--|---|

FEEDBACK-PARENTS

| Areas of concern | Feedback report | ATR |
|------------------|--|--|
| Infrastructure | <p>72.15% were happy with the affordability and variety of food and the overall hygiene of the college canteen. Over 61% of parents were also satisfied with the washroom facilities on campus.</p> <p>However, several of them requested better maintenance of both, the canteen and washroom facilities.</p> | <p>Staff has have been appointed to ensure that the toilets are cleaned several times during the day</p> |

H. Pangalore

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STAKEHOLDERS FEEDBACK
2018 - 2019
(Report, Analysis)



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FEEDBACK REPORTS (2018 - 2019)

Feedback: Alumni

Introduction:

An institute's alumni represent its face in the outside world. St. Xavier's College (Autonomous), Mumbai, is known for its illustrious alumni who have made a mark in the fields they chose to pursue – be it the humanities, theatre, journalism, science, environmental and social activism, administrative services, defence and many others. They hold positions of repute not just in India, but abroad as well. Having spent their formative years in this college, they are the best people to go back to, for feedback on the positives and areas of improvement for the college. Their perception of college through the years will mark the changing trends, its highs and lows. Hence, the college sought feedback from its alumni in India and abroad, and analysed the data obtained to continue with and implement updated measures and actions, in line with the changing global educational scenario.

Mechanism of feedback:

- A Google Form was created with pertinent questions related to college alumni.
- The weblink of the online form was shared with alumni with a request to complete the form in the stipulated time.
- The form was kept active for one month (February 2019).
- Data collected was analysed to implement suggestions provided.

Aspects of the questionnaire:

Feedback was sought in the following areas -

- Programme studied
- Alumni interaction and association
- Professional details
- Perception
- Current activities on campus
- Teaching learning method
- Involvement with institute
- Campus visit
- Recommendations
- Opinion

Summary of Results:

2,107 alumni responded to the feedback questionnaire that was shared with the college alumni. They spanned an entire spectrum from those who studied in the college in 1967 to the freshly minted graduates of 2018.



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Among the respondents, 85% had completed their graduation, 37.4% their junior college, 15.4% their postgraduate degree and 0.7% their doctoral degree, across all the disciplines offered by the college. Their current status varied from being postgraduate and doctoral students or post-doctoral fellows in India or abroad, to being employed and several of them being self-employed entrepreneurs.

Only 31% of the responding alumni were members of the college Alumni Association, and the rest 69% were mostly willing to be a part of it.

88% of alumni state that the college was known for its high academic standards and fests (79%) like Malhar, Ithaca etc. during their times. More than 50% agree to having a good student-teacher interaction and freedom of speech. Their current perception of the college remains somewhat similar with the percentage values varying only slightly. 80% of alumni agree that they were highly satisfied with their education and academic growth in the college, the quality of teaching and campus life including extracurricular activities. A common point of contention was that the technological resources were satisfactory.

40% of alumni felt their degree of awareness about current activities in college to be good and above, followed by 36% with moderate awareness and 24% with poor and very poor awareness. Their source of information about college events was through friends (74%), social media (65%), emails from the college alumni association (28%) and the college website (17%) or news media (16%). Out of the respondents, only 48% were aware of the current teaching-learning-evaluation methods being used in the college. 86% of alumni had visited the college after having completed their course, 51% in the last 5 years itself. The ones who did not, could not do so because they are currently living in either another city or country (41%), did not come to know of the event in time (32%) or because they were very busy (21%).

96% of college alumni were in touch with their batch mates and more than 62% expressed their desire to connect with the current students, faculty, and management in the capacity of trainers in their area of expertise, by providing internship and observership opportunities to students and faculty members, as potential employers and as philanthropists.

19% of the respondents had siblings or children studying in the college. 96% of alumni rated the college as being in the good and top 20% category as compared to other educational institutions in India, and a whopping 97% stated that they would recommend St Xavier's College (Autonomous), Mumbai, to the current generation of learners.

The common suggestions from alumni were to have a more interactive Alumni Cell, regular reunion events and a quarterly newsletter informing them about the current events in college.

P. B. Gangabore
(I, B. A. C. Coordinator)



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Feedback: Faculty

Introduction:

The faculty members of St Xavier's College (Autonomous), Mumbai, were offered the opportunity to put forth their views on their teaching experience, institutional responsibilities and workload, professional development, job satisfaction and other aspects.

Mechanism of feedback:

A Google form was created with questions pertaining to the different aspects to be assessed. The weblink to this form was shared with senior college faculty members with a request to complete the form within the stipulated time. The feedback collected was analysed and results are presented below.

Aspects of the questionnaire:

The Faculty Feedback questionnaire comprised of following areas:

- General details – teaching experience, status of employment, number of years of experience, designation etc.
- Academic and professional background – Discipline of teaching, awards received
- Research – Funds for research, publications of papers, Publication of books, chapters in books
- Professional development areas
- Academic and research facilities in the campus
- Institutional responsibilities and workload
- Job satisfaction

Summary of Results:

- 98 responses were recorded from the senior college faculty members of St Xavier's College (Autonomous), Mumbai. A quick look at the faculty profile:
- Around 30% of the faculty members lie in the **age group** of 31 – 40 years, with an equal proportion lying in age groups 41 – 50 and 51-60 years, respectively. 15% of faculty are between 21-30 years.
- 60% of the staff members are **females**.
- 76% are full time **confirmed** staff, while 19% are full time ad hoc staff.
- 46% of faculty members have more than **10 years of teaching experience**.
- Out of the confirmed staff, 60% already have a **doctoral degree**, while 28% of the rest have registered for/are on the verge of completing their PhDs.

More than 60% of the staff members actively engage in **research**, with 30% projects being funded by the college, 21% by UGC and such other government agencies, and 38% being self-funded. The research output is in the form of research **publications** (53% in SCOPUS and UGC Journals) and book chapters.





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90% of staff members are highly satisfied with the library facilities provided by the college, while most (around 60-65%) agree that there is scope for improvement in increasing research facilities and lab space, and 80% feel the need to appoint research assistants to facilitate quality research alongside teaching. Most teachers feel the need to **update** themselves **professionally** in terms of teaching students with special needs, for building industrial collaborations and the use of ICT in the teaching-learning-evaluation process.

A vast majority (close to 80%) are **largely satisfied** to teach at St Xavier's College (Autonomous), Mumbai, and were unlikely to leave their current job in search of other more lucrative jobs. Around 50% have expressed the wish to teach in the college post-retirement. The freedom to make decisions about the course content and choice of teaching methods, the assigned workload, job security and the relationship with management are some of the positives that were highlighted by the feedback received from faculty members.

BP Gangabore
(IOAC Coordinator)



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Feedback: Parents

Introduction:

Parents are important stakeholders in their children's educational journey. They play an important role in the development and enhancement of the quality of an institution's practices. Feedback from parents allows an institute to evaluate its service provision and thus cater to providing excellent service towards the students by improving upon existing facilities and introducing newer ones. It thus becomes imperative to consider and evaluate the parents' perspective of an institution.

Mechanism of feedback:

- A Google form was created with the questions on different aspects to be assessed.
- The weblink to the form was shared with the parents of students currently enrolled in the college.
- The link for online feedback was enabled for a month (February 2019).
- The feedback collected was analysed for quality improvement measures.

Aspects of the questionnaire: Feedback questionnaire comprised of following specific areas

- General details of the student
- Admission process
- Orientation programme and duration of the orientation programme
- Parent-Teacher meeting
- Perception about college
- Disciplinary measures of the college
- Academic growth of the ward
- Infrastructural facilities
- Extracurricular activities conducted by the college
- Inclusion
- Facilities on the campus
- Holistic development process

Summary of Results:

551 parents of students currently enrolled in the college responded to the feedback questionnaire. These involved parents of students of all three years of the undergraduate and the two years of the postgraduate programme, spanning all disciplines.



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86% of parents attested to the ease of the online admission process. 89% felt that the content of the orientation session for first year students was relevant and informative and of adequate duration.

88% were aware of the conduction of the parents-teachers meeting by the college and agreed that it was useful and that it should be continued. 88% appreciated the fact that the academic discipline was good and above and they were happy with the syllabus coverage and the methods of evaluation used. 77% of parents felt that the academic growth of their children was enhanced after joining the college, with a marked increase in their wards' participation in cultural activities, while participation in sports remained unchanged. More than 88% agreed that the programmes conducted by the college had positively impacted their children with a visible increase (92%) in their sensitivity towards the underprivileged sections of society. 73% felt that their children were happy to come to St. Xavier's College (Autonomous), Mumbai.

86% of parent felt that the overall infrastructure provided by the college was from good to excellent, with the college library scoring a whopping 99% of votes. Around 75% of parents were satisfied with the hygiene and cleanliness of the college canteen and provision of clean drinking water, while 61% were satisfied with the washroom facilities.

While more than 50% and above were aware of most on-campus facilities offered by the college, less than 21% were aware of the Student Beneficiary Fund and less than 30% of the Xavier's Resource Centre for the Visually Challenged (XRCVC). A high percentage (60% and above) were aware of the Chapel, the Placement Cell, and 50% and above were aware of the Gymkhana, Wellness Centre, Language Lab and Knowledge Centre.

Overall, 97% of parents were hugely satisfied with the college and amenities provided and were likely to recommend St Xavier's College (Autonomous), Mumbai, to other parents.

CB Pangalore
(IRAC Coordinator)



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Feedback: Students

Introduction:

The most important stakeholder in an educational institution is, by far, the student. The provisions, facilities and infrastructure of an institute revolve around the needs and expectations of its student community. It is of utmost importance, therefore, to continuously and meticulously document and analyse student feedback, in order to effectively implement improvements in the institute. St. Xavier's College (Autonomous), Mumbai, with the motto, 'Provocans Ad Volandum' meaning 'Provoked to Fly' inspires its students by providing guidance to achieve their goals. To offer students with an opportunity to comment on the quality of their learning experiences, and to assess the success of academic provision in relation to the expectations of students, feedback was sought from undergraduate and postgraduate students from different disciplines.

Mechanism of feedback:

- A Google form was created with questions pertaining to the different aspects to be assessed.
- The weblink to the feedback questionnaire was provided to the students with a request to complete the form within the stipulated time.
- The weblink link was enabled and kept active for a month (February 2019)
- The feedback collected was analysed for quality improvement measures.

Aspects of the questionnaire:

The Feedback questionnaire comprised of following specific areas


- Course details
- Admission process
- Feedback on orientation session conducted at the beginning of the academic year (FYBSc)
- Curriculum and syllabus
- Evaluation pattern
- Special courses – Environmental Studies, Giving Voice to Values and Human Rights
- Relevance of the course
- Student-Teacher relationship
- Opinion on college life
- Disciplinary measures of the college

Summary of Results:

A total of 1,536 students spanning all disciplines across the 3 years of undergraduate and 2 years of postgraduate training participated in the feedback survey. Their responses were duly recorded and analysed. The results of the student feedback survey are encouraging, at the same time raising pertinent issues for the college administration to ponder upon.



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87% of participating students were highly satisfied with the teaching and evaluation process in the college with 61% agreeing to having been exposed to diverse evaluation methods. Around 51% students felt that the admission process was smooth, while 38% felt that there were minor glitches that could be easily resolved. 73% agreed that the content of the orientation session at the start of their first year in college was relevant and informative. 58% of students agreed to healthy student-teacher relations in college that were good and above. Over 68% said that they were happy to come to college. A huge majority of 97% of students were extremely satisfied with the library facilities, more than 70% felt that the infrastructure provided was adequate and 79% of students agreed that as students of St Xavier's College (Autonomous), Mumbai, they were provided with ample opportunities to grow on both, the personal and academic front.

60% of students felt the need for improvement in the canteen, washroom and internet facilities on campus. Students also suggested that although Extracurricular Activities and the Social Involvement Programme were important, relevant and useful, the mandated hours for their completion could be reduced. Additionally, a dismal figure of <25% were aware of the existence of the Student Beneficiary Fund. Efforts need to be directed to increase awareness amongst the students on this front. Despite the above listed shortcomings, it is heartening to note that an overwhelming 97% of students have said that they would recommend St Xavier's College (Autonomous), Mumbai, to others.

B. B. Pangabre
(IBAC Coordinator)



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PARENTS' FEEDBACK ANALYSIS HIGHLIGHTS

TOTAL RESPONDENTS: 541

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PARENTS' PERCEPTIPON

Orientation session was informative **94%**

In favour of Parent teacher meeting **92%**

Academic Discipline(lectures/practicals/evaluation) **90%**

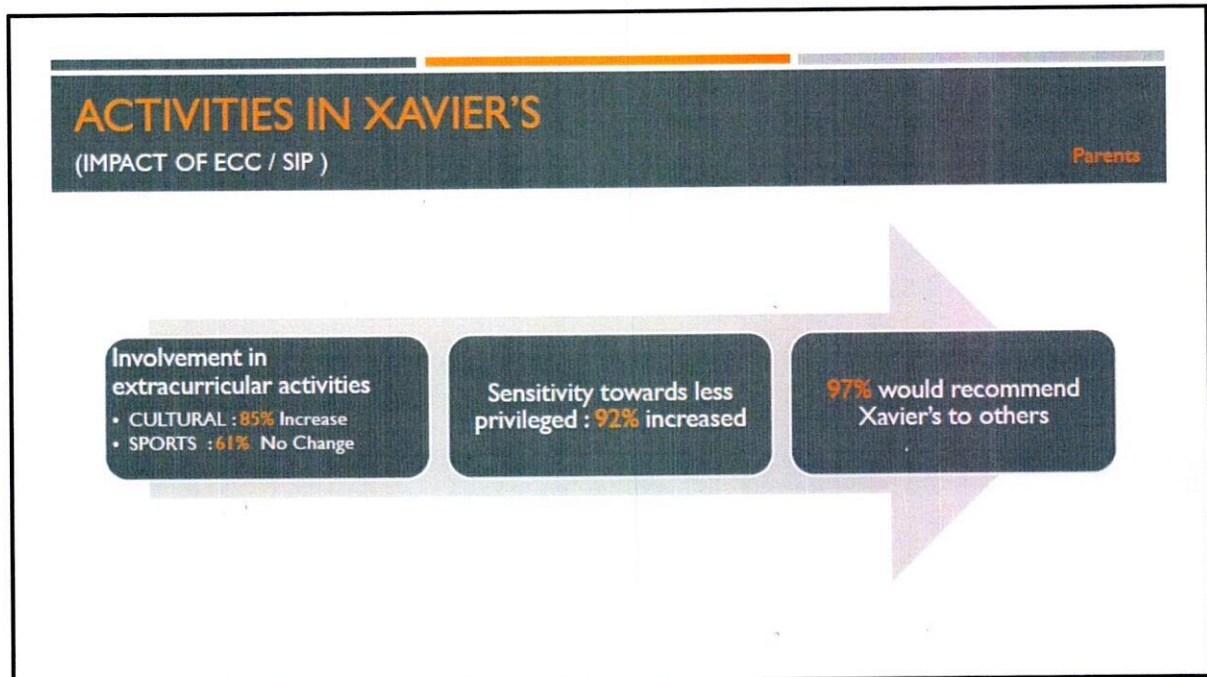
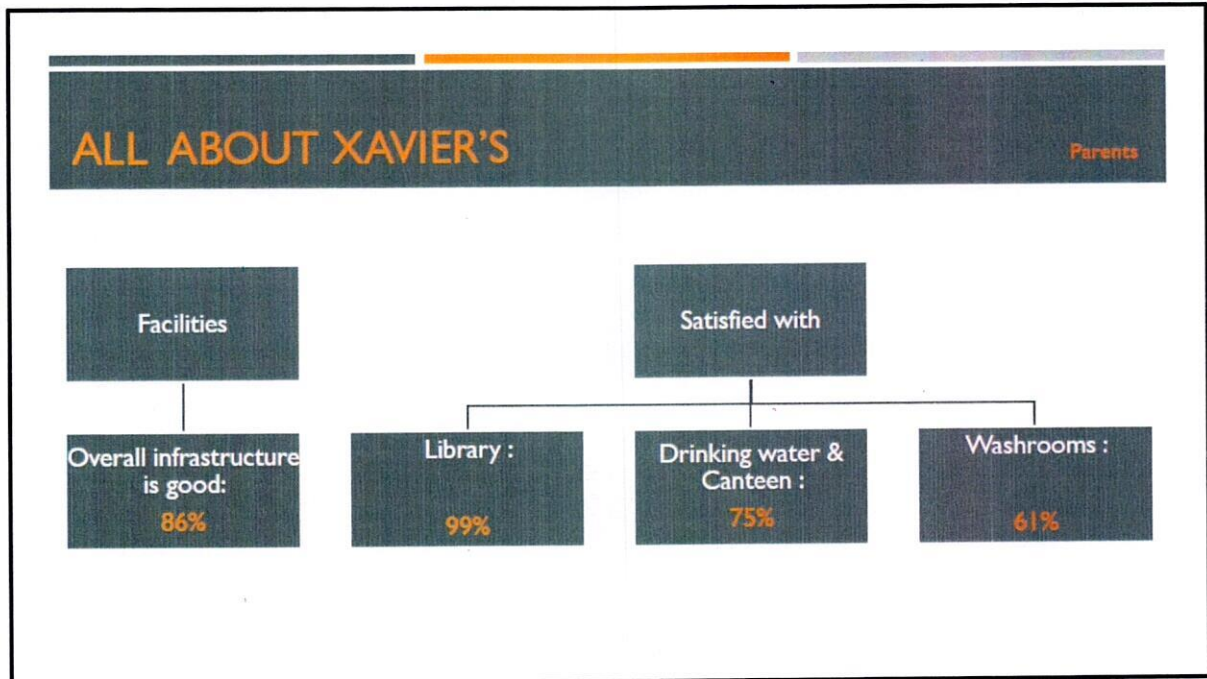
Academic Growth & Holistic Development **88%**



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6_5_3_StakeholderFeedback_2018_19_analyses highlight

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STUDENTS' FEEDBACK ANALYSIS HIGHLIGHTS

TOTAL RESPONDENTS: 1532(1451 NON COMMERCE)

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ACADEMICS IN XAVIER'S

Students

- 88% rated teacher student relation as good & above
- 87% rated academic relation(lectures,practicals,examinations & evaluation process) as good & above
- 63% are happy with special courses as they found them relevant
- 80% thinks that CFC & Special courses are useful & well conducted
- 68% are happy to come to college



NAAC SSR Cycle 4 (2015-2020):
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STUDENTS' PERCEPTION



POINTS TO PONDER

Students

70% feels that 30% syllabus is given for self study

Areas which need improvement : Washroom facilities, Canteen, Drinking water & Net Connectivity (60%)

Though ECC & SIP are appreciated by students , 60% of them do not want it to be mandatory

<25% are aware about the Student Beneficiary Fund



NAAC SSR Cycle 4 (2015-2020):
6_5_3_StakeholderFeedback_2018_19_analyses highlight

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FACULTY FEEDBACK ANALYSIS HIGHLIGHTS

TOTAL RESPONDENTS: 96

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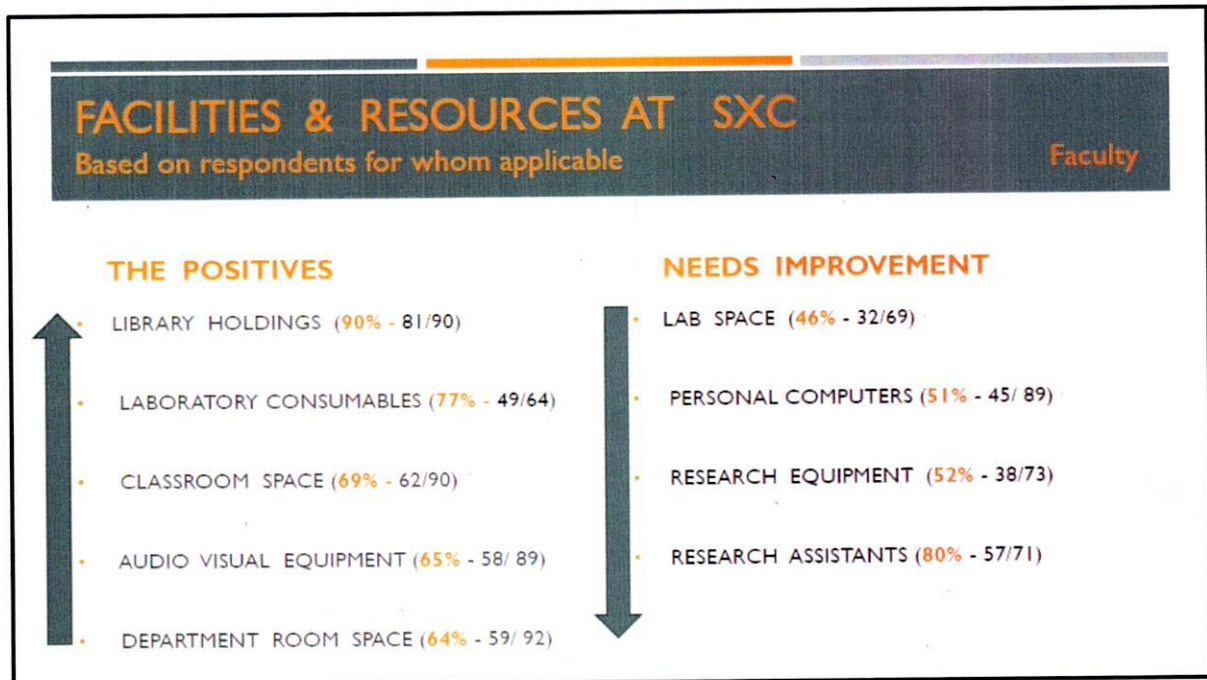
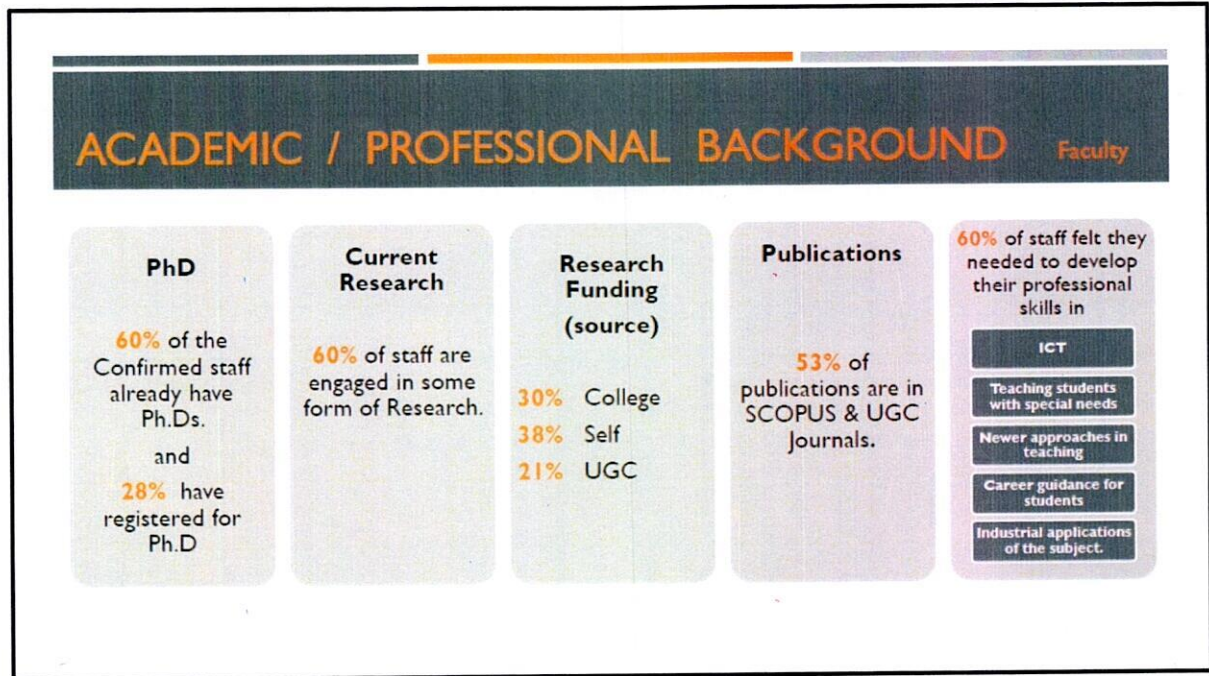
STAFF PROFILE

- 60% are females
- 27% will retire in the next ten years
- 46% have less than 10 yrs teaching experience at SXC
- 76% are Full time confirmed staff



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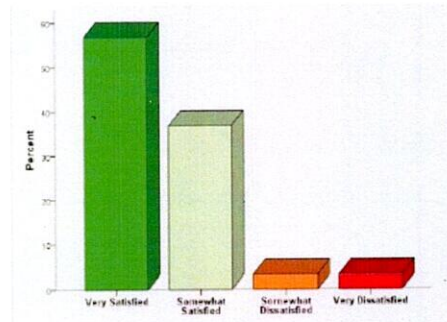


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FACULTY PERCEPTION

- Knowledge of how best to prepare UG students (69%)
- Ability of the institution to meet the educational needs of students (59%)
- Faculty who would be willing to work part time in Xavier's after retirement (50%)

Job Satisfaction at SXC




ALUMNI FEEDBACK ANALYSIS HIGHLIGHTS

TOTAL RESPONDENTS: 2107

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ALUMNI PERCEPTION

Xavier's best known for high academic standards (80%) & feasts (75%)

99% alumni ranked St. Xavier's as good & above

80% are highly satisfied with their academic growth, quality of professors, campus life & extra curricular activities

97% would recommend St. Xavier's to others



REVERTING BACK TO XAVIER'S

Alumni

Awareness

76% are aware about current activities through friends & social media

Networking

Almost 96% are in contact with their batch mates

Contribution to Xavier's

62% expressed their desire to contribute towards Xavier's (by providing internship, employment, training)



NAAC SSR Cycle 4 (2015-2020):
6_5_3_StakeholderFeedback_2018_19_analyses highlight

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SUGGESTIONS

Alumni



More interactive XDP cell



Alumni Reunions



Quarterly Newsletters

*Thank
you*

Abhinav

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