



JSS MAHAVIDYAPEETHA

JSS COLLEGE OF ARTS, COMMERCE & SCIENCE

(An Autonomous College of University of Mysore)
B.N. ROAD, MYSURU-570 025 KARNATAKA

Re-accredited by NAAC with 'A' grade
Recognised by UGC as "College with Potential for Excellence"

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About the college

Following is a brief profile of JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE

JSS College of Arts, Commerce and Science is a co-educational College established in 1964 under the aegis of JSS Mahavidyapeetha, Mysore. The College was started as an affiliated college of University of Mysore with undergraduate programmes in BA, BSc, BCom, BBM and was given permanent affiliation in 1993. The College is recognised by UGC under section 2(f) and 12(B) of the UGC Act 1956 and is receiving central assistance. The college has been functioning as an autonomous college from the academic year 2005-06. The distinctive features of autonomy are that the college is empowered to frame the syllabi, introduce new courses and conduct examinations independently. The degree is awarded by the University of Mysore. The college is situated on a sprawling 7.08 acres plot with a spacious building and a hostel in a picturesque surrounding at the foot of Chamundi Hills. The third floor to the existing building created additional space to meet the growing needs of the college. The women hostel has also been extended to accommodate 200 students. It has excellent infrastructure required for the pursuit of academic excellence Under the spiritual guidance of H.H Jagadguru Sri Shivarathri Deshikendra Mahaswamiji, the institution is desirous of scaling new heights in the days to come. The entire spectrum of management, staff and students are committed to put in their best to make this dream come true.

Feedback Framework

Following is the list of questions, which is taken by the stakeholders

| Question | Option |
|--|------------|
| The learning objectives are clear and appropriate to the needs of the students. | agree |
| The learning objectives are clear and appropriate to the needs of the students. | disagree |
| The learning objectives are clear and appropriate to the needs of the students. | no opinion |
| The curriculum and syllabus are well organized and easy to follow. | agree |
| The curriculum and syllabus are well organized and easy to follow. | disagree |
| The curriculum and syllabus are well organized and easy to follow. | no opinion |
| Are the essential questions aligned to the objectives and instructional processes? | agree |
| Are the essential questions aligned to the objectives and instructional processes? | disagree |
| Are the essential questions aligned to the objectives and instructional processes? | no opinion |
| Should essential questions be added, changed or deleted? | agree |
| Should essential questions be added, changed or deleted? | disagree |
| Should essential questions be added, changed or deleted? | no opinion |
| Do the assessments and instructional activities align to the learning objectives? | agree |

| | |
|---|------------|
| Do the assessments and instructional activities align to the learning objectives? | disagree |
| Do the assessments and instructional activities align to the learning objectives? | no opinion |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | agree |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | disagree |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | no opinion |
| Are the instructional strategies and activities appropriate for the unit? | agree |
| Are the instructional strategies and activities appropriate for the unit? | disagree |
| Are the instructional strategies and activities appropriate for the unit? | no opinion |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | agree |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | disagree |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | no opinion |
| The texts / resources are appropriate for my students' level. | agree |
| The texts / resources are appropriate for my students' level. | disagree |
| The texts / resources are appropriate for my students' level. | no opinion |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | agree |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | disagree |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | no opinion |

Total questions answered by the all students

> Above framework has been selected for the feedback and here is the summary of responses

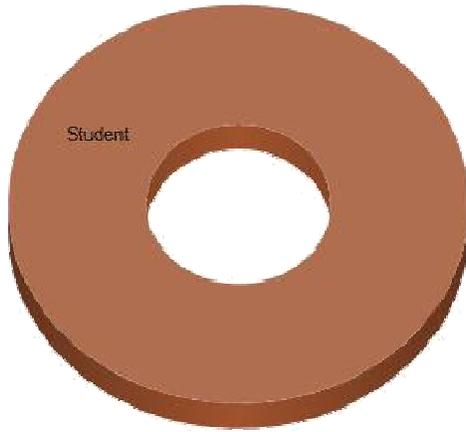


Figure 1: Doughnut Diagram - number of responses

| Type | Total Number |
|---------|--------------|
| Student | 120 |

Average score per question

> Below is the data, that reflects average score per question

| Question | Score |
|---|-------|
| Are the instructional strategies and activities appropriate for the unit? | 1.41 |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | 1.83 |
| Should essential questions be added, changed or deleted? | 1.66 |
| The curriculum and syllabus are well organized and easy to follow. | 1.75 |
| The learning objectives are clear and appropriate to the needs of the students. | 1.91 |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | 1.16 |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | 1.58 |
| Do the assessments and instructional activities align to the learning objectives? | 1.91 |
| The texts / resources are appropriate for my students' level. | 1.41 |
| Are the essential questions aligned to the objectives and instructional processes? | 1.75 |

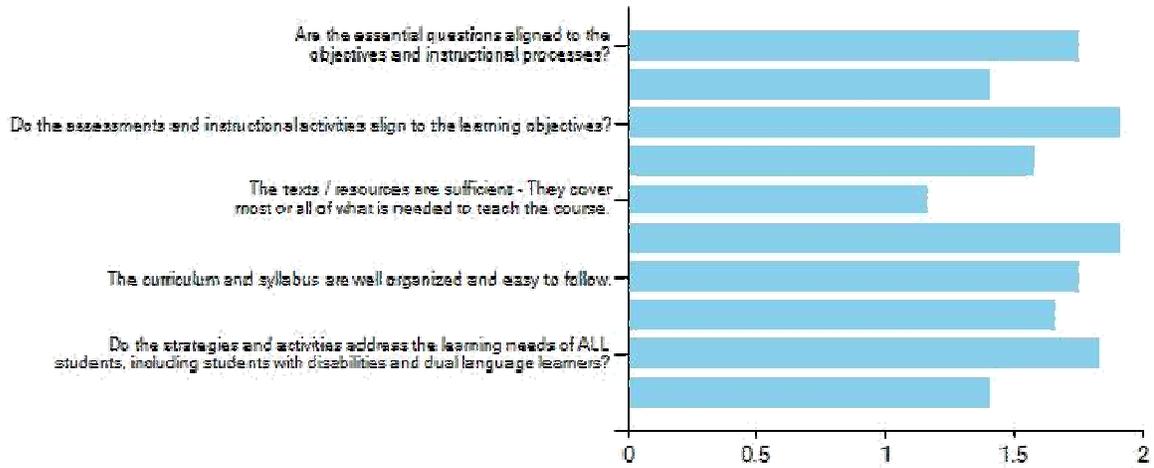


Figure3: Bar Diagram - average score per question

Summary of responses for every option

> Below is the data that reflects, summary of responses for every option

| Question | Option | Count |
|---|----------|-------|
| Are the essential questions aligned to the objectives and instructional processes? | agree | 3 |
| Are the instructional strategies and activities appropriate for the unit? | agree | 7 |
| Do the assessments and instructional activities align to the learning objectives? | agree | 1 |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | agree | 5 |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | agree | 2 |
| Should essential questions be added, changed or deleted? | agree | 4 |
| The curriculum and syllabus are well organized and easy to follow. | agree | 3 |
| The learning objectives are clear and appropriate to the needs of the students. | agree | 1 |
| The texts / resources are appropriate for my students' level. | agree | 7 |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | agree | 10 |
| Are the essential questions aligned to the objectives and instructional processes? | disagree | 9 |
| Are the instructional strategies and activities appropriate for the unit? | disagree | 5 |
| Do the assessments and instructional activities align to the learning objectives? | disagree | 11 |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | disagree | 7 |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | disagree | 10 |
| Should essential questions be added, changed or deleted? | disagree | 8 |

| | | |
|--|----------|----|
| The curriculum and syllabus are well organized and easy to follow. | disagree | 9 |
| The learning objectives are clear and appropriate to the needs of the students. | disagree | 11 |
| The texts / resources are appropriate for my students' level. | disagree | 5 |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | disagree | 2 |

Score across course

> Below is the data for the students, who have given the feedback across various courses offered

| Question | UG |
|---|------|
| Are the essential questions aligned to the objectives and instructional processes? | 1.75 |
| Are the instructional strategies and activities appropriate for the unit? | 1.41 |
| Do the assessments and instructional activities align to the learning objectives? | 1.91 |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | 1.58 |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | 1.83 |
| Should essential questions be added, changed or deleted? | 1.66 |
| The curriculum and syllabus are well organized and easy to follow. | 1.75 |
| The learning objectives are clear and appropriate to the needs of the students. | 1.91 |
| The texts / resources are appropriate for my students' level. | 1.41 |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | 1.16 |

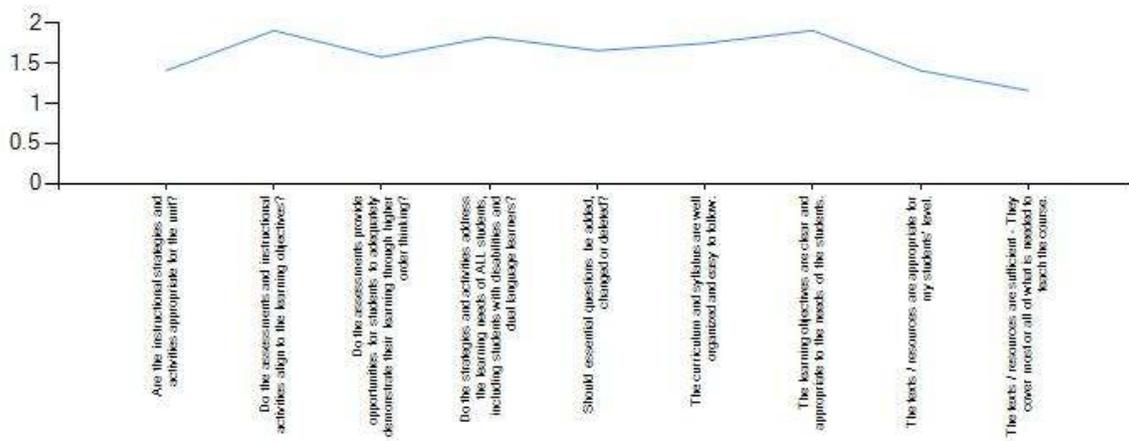


Figure4: Spline Diagram - score across course

Score across batch

> Below is the data for the students, who have given the feedback across various batches

| Question | 2015-16 |
|---|---------|
| Are the essential questions aligned to the objectives and instructional processes? | 1.75 |
| Are the instructional strategies and activities appropriate for the unit? | 1.41 |
| Do the assessments and instructional activities align to the learning objectives? | 1.91 |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | 1.58 |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | 1.83 |
| Should essential questions be added, changed or deleted? | 1.66 |
| The curriculum and syllabus are well organized and easy to follow. | 1.75 |
| The learning objectives are clear and appropriate to the needs of the students. | 1.91 |
| The texts / resources are appropriate for my students' level. | 1.41 |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | 1.16 |

Comparison based on average score

- Average Score - Overall average of particular question
- Total Average - Average of all questions and responses
- Result - Based on comparison of Total Average with Average Score >

Below is the data where, Institute can focus on improvement areas.

| Question | Avg score | Total avg | Result |
|---|-----------|-----------|-------------------|
| Are the essential questions aligned to the objectives and instructional processes? | 1.75 | 1.64 | Ok |
| Are the instructional strategies and activities appropriate for the unit? | 1.41 | 1.64 | Needs improvement |
| Do the assessments and instructional activities align to the learning objectives? | 1.91 | 1.64 | Ok |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | 1.58 | 1.64 | Needs improvement |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | 1.83 | 1.64 | Ok |
| Should essential questions be added, changed or deleted? | 1.66 | 1.64 | Ok |
| The curriculum and syllabus are well organized and easy to follow. | 1.75 | 1.64 | Ok |
| The learning objectives are clear and appropriate to the needs of the students. | 1.91 | 1.64 | Ok |
| The texts / resources are appropriate for my students' level. | 1.41 | 1.64 | Needs improvement |

| | | | |
|--|------|------|-------------------|
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | 1.16 | 1.64 | Needs improvement |
|--|------|------|-------------------|

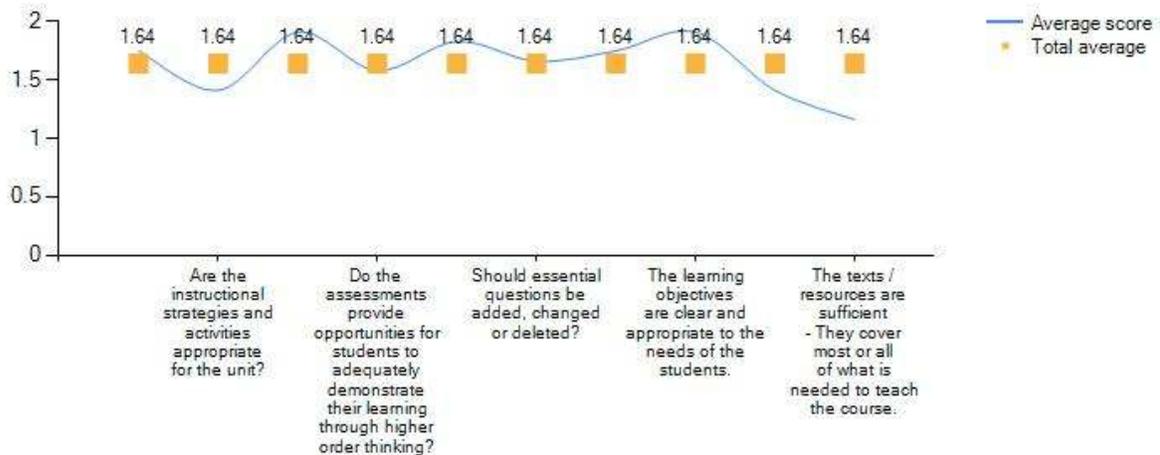


Figure5: Bar Spline Diagram - comparison based on average score

Comparison of maximum and minimum score

- Average Score - Overall average of particular question
- Total Average - Average of all questions and responses
- Max Score - Maximum score of particular question
- Min Score - Minimum score of particular question
- Result - Based on comparison of Total Average with Average Score

| Question | Avg score | Total avg | Max score | Min score | Result |
|---|-----------|-----------|-----------|-----------|-------------------|
| Are the essential questions aligned to the objectives and instructional processes? | 1.75 | 1.64 | 2 | 1 | Ok |
| Are the instructional strategies and activities appropriate for the unit? | 1.41 | 1.64 | 2 | 1 | Needs improvement |
| Do the assessments and instructional activities align to the learning objectives? | 1.91 | 1.64 | 2 | 1 | Ok |
| Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking? | 1.58 | 1.64 | 2 | 1 | Needs improvement |
| Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners? | 1.83 | 1.64 | 2 | 1 | Ok |
| Should essential questions be added, changed or deleted? | 1.66 | 1.64 | 2 | 1 | Ok |
| The curriculum and syllabus are well organized and easy to follow. | 1.75 | 1.64 | 2 | 1 | Ok |
| The learning objectives are clear and appropriate to the needs of the students. | 1.91 | 1.64 | 2 | 1 | Ok |
| The texts / resources are appropriate for my students' level. | 1.41 | 1.64 | 2 | 1 | Needs improvement |
| The texts / resources are sufficient - They cover most or all of what is needed to teach the course. | 1.16 | 1.64 | 2 | 1 | Needs improvement |

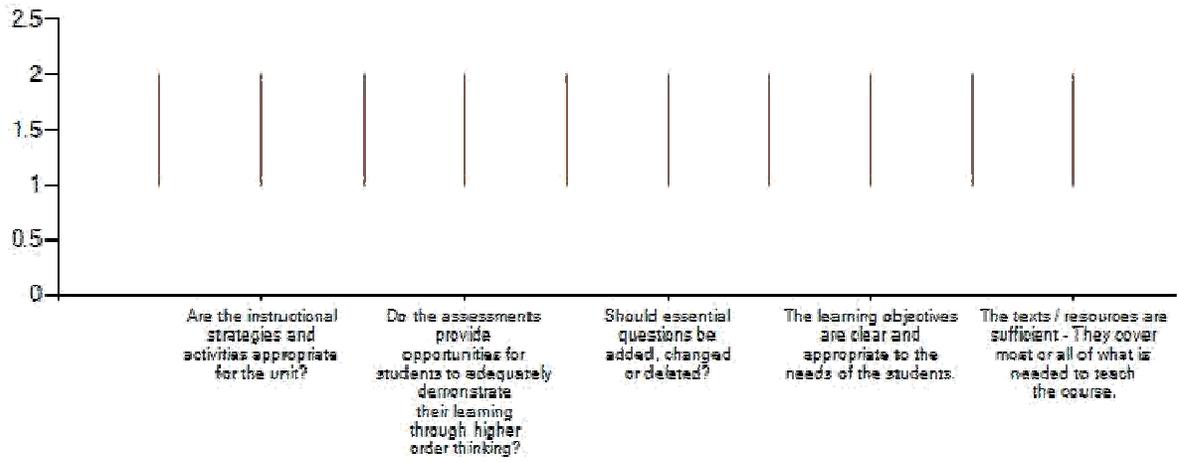


Figure6: Candlestick Diagram - reflects the max & min score

M. Mahy
Principal