



Parvatibai Chowgule College of Arts and Science
(Autonomous)

Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale)
Best affiliated College-Goa University Silver Jubilee Year Award

FEEDBACK ANALYSIS AND REPORT
ACADEMIC YEAR: 2018-2019

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1. REPORT OF THE ALUMNI FEEDBACK ANALYSIS

INTRODUCTION:

Feedback is an essential element of the learning process. The College collects the feedback on various curriculum aspects and courses from different stakeholders such as the students, alumni, Faculty, Employers and Parents through online mode. The feedback collected from the individuals has been analysed and taken to the consideration for the development of curriculum, teaching learning process and environment.

ParvatibaiChowgule College of Arts and Science Alumni Association started in the year and registered as an association in . The aim was to provide a platform for students who have graduated from this college to stay in touch with each other and their alma mater. Students are the heart and soul of the College. We treasure all our students – current ones as well as the alumni. Our alumni are a source of our pride. Feedback from students allows the institute to evaluate how its service provision is viewed by its one of the most important stakeholders i.e. students.

The feedback analysis process has put an increasing emphasis on the need for improvement of students in the quality assurance of higher education. Alumni involvement requires that students act as collaborators in, rather than merely passive receivers of teaching and learning. Likewise every year at the end of the semester in the month of April, feedback forms were sent to the alumni. This circulation of feedback forms and collection of filled feedback forms was done by the IQAC.

Objectives of Alumni's feedback on institute:

Alumni's feedback has three main objectives:

1. To enhance the quality of education provided by the college towards the students
2. To understand if any other facilities and infrastructure are required for the better learning of students.
3. To understand our drawbacks so that we can improvise on it with innovative ideas.

Focus on the Alumni Feedback Form:

The alumni's feedback questionnaire focused on the skills and knowledge that students obtained with their association with the College. These are;

1. Self Confidence
2. Communication Skills
3. Subject Domain Knowledge
4. Research Aptitude
5. Team Work
6. Presentation Skills
7. Leadership Skills

N=53

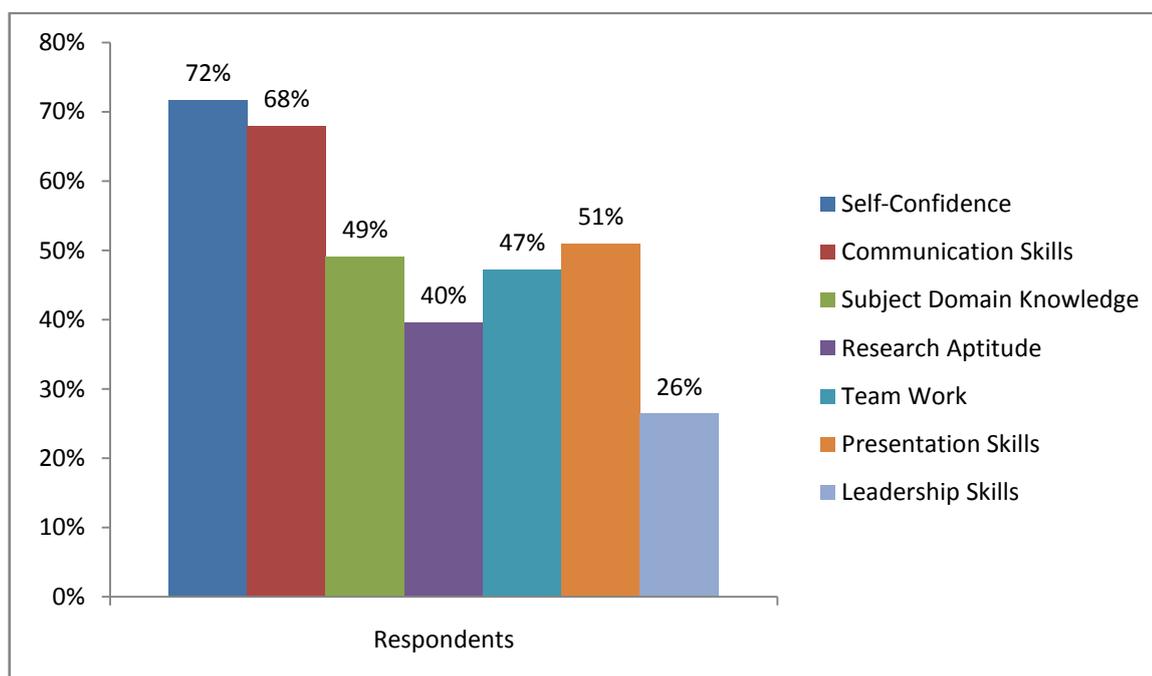


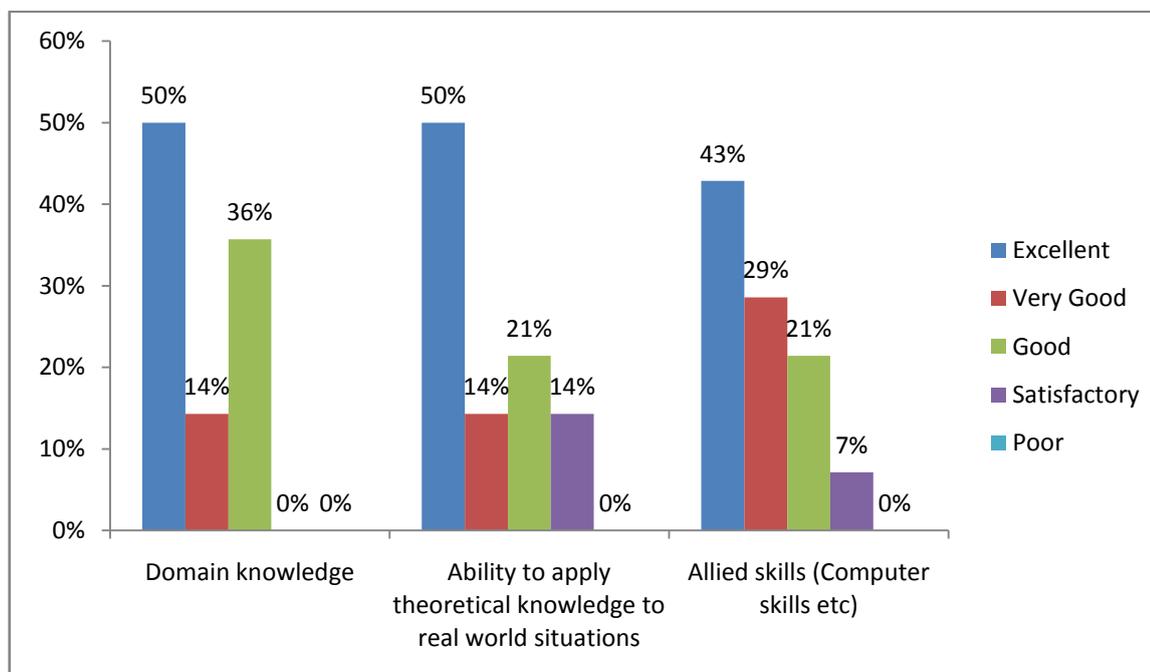
Figure 1.3: Skills learned from the Program that benefited at Employment

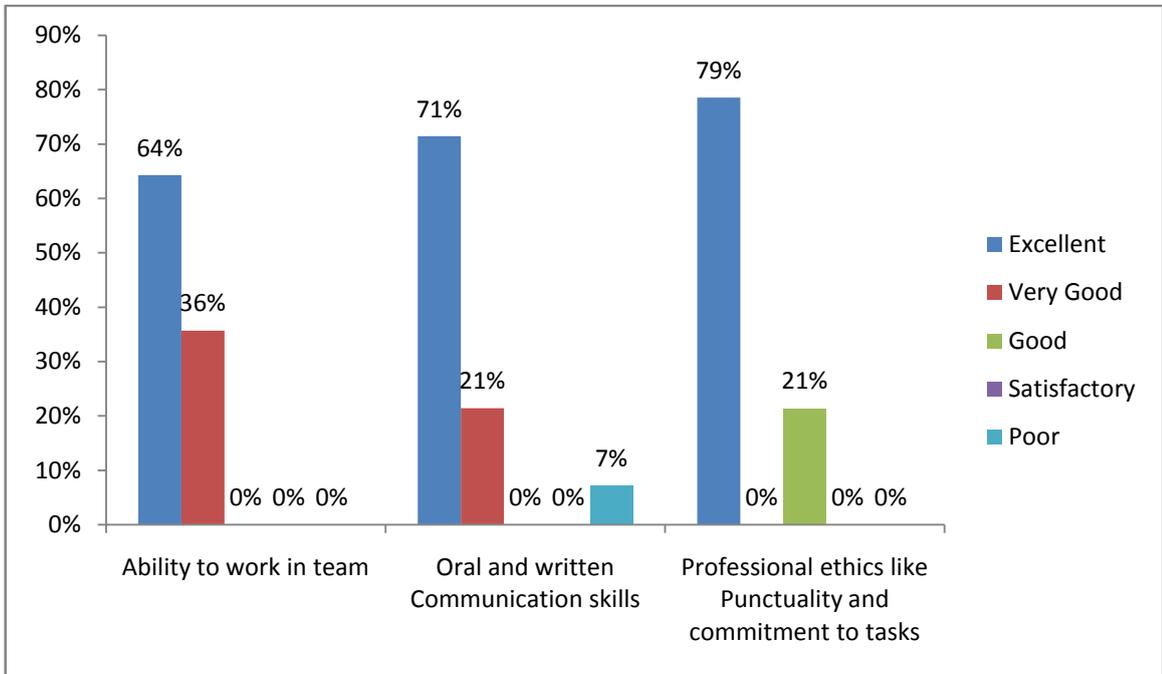
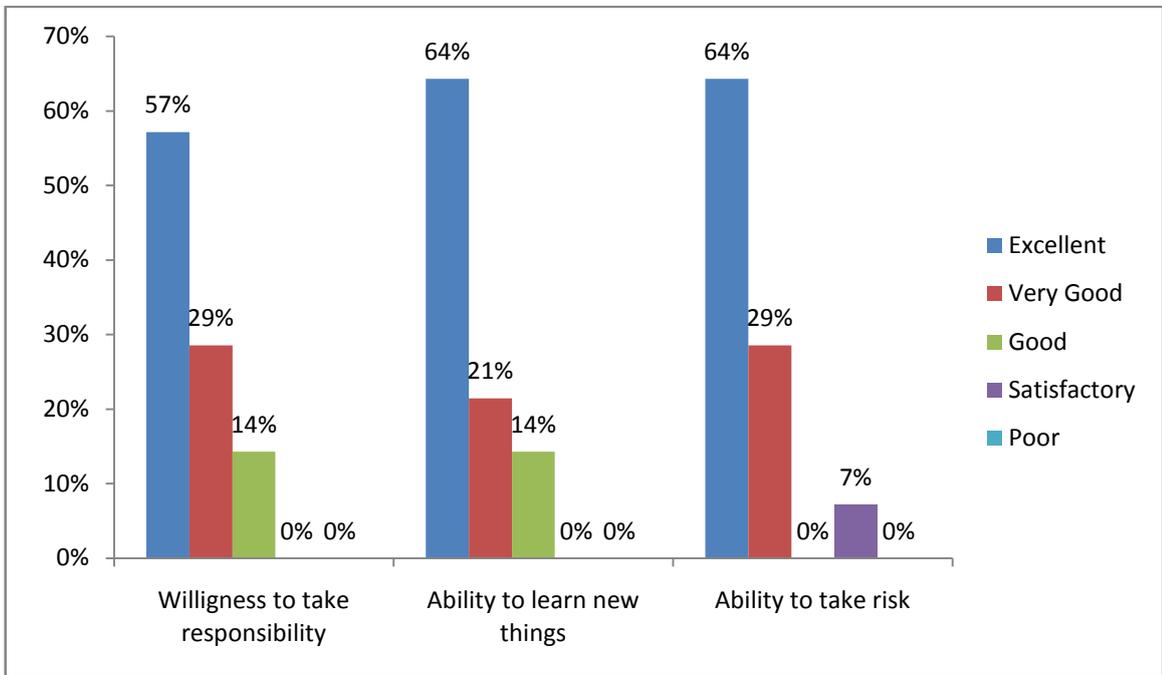
Feedback Analysis and Outcome

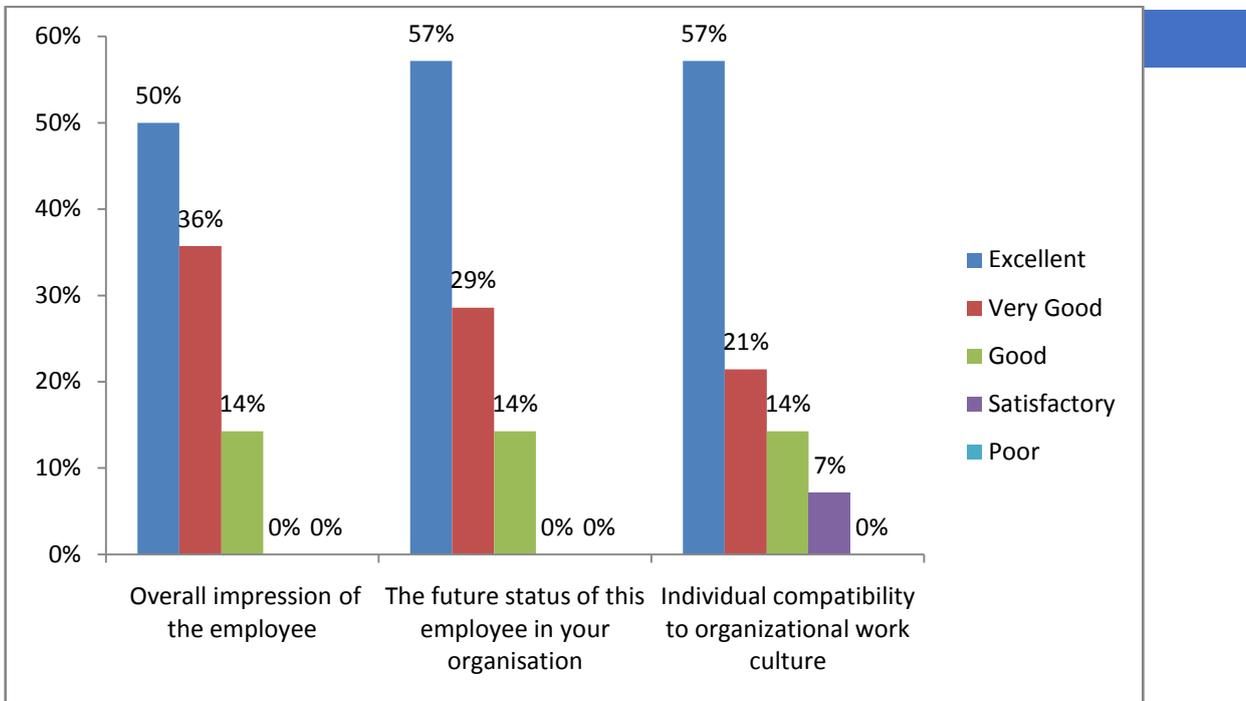
1. The biggest take away for the alumni in terms of their gain was self-confidence.
2. The Alumni benefitted in their development of communication skills, subject domain knowledge, Team Work and Presentation skills.
3. There was also a positive note on Research aptitude and Leadership skills

2. REPORT OF EMPLOYERS FEEDBACK ANALYSIS

The Employers feedback is obtained through the students who have been gainfully employed. The feedback is obtained through an online Google Form, whereby the link is shared with the employers. The form is designed by the IQAC of the College. Their feedback is sought on the following areas; Level of Domain Knowledge, Willingness to take responsibility, Ability to learn new thing, Ability to take risk, Overall Impression of the Employee, Future status of this employee in this organisation, Individual Compatibility to Organisational Work Culture, Ability to Work in a team, Oral and Written Communication Skills, Professional Ethics like Punctuality and Commitment to Task, Ability to translate knowledge in to real life situation, Allied Knowledge (Computer Knowledge etc.). Ever since the College implemented the Curriculum as an Autonomous College in 2015. The College has taken slow and gradual strides to design curriculum with the help of all stake holders so as to meet the needs of all stake holders. The feedback from the employers is an important reflection of the output of the curriculum. The feedback from the employers has been positive and this has encouraged us as a testimony of the holistic curriculum at the ParvatibaiChowgule College of Arts and Science- Autonomous (PCCAS).







Feedback Analysis

- Students from the College have shown exceptional domain knowledge and are willing to learn new things by taking risk and being responsible for their acts.
- Students from the College have a favourable impression in the organisation and employers are willing to continue with their services.
- Students from the College are in sync with the organisational work culture by working in a team and communicating freely.
- Students from the College have demonstrated professional ethics with their commitment and have proved themselves by applying their knowledge to the demanding situation in their organisation.

3. REPORT OF THE PARENTS FEEDBACK ANALYSIS

This institute was established with the mission of providing relevant education with equal opportunities using the best of the technology in the area of education so as to guide, promote talent, enhance potential and encourage students to follow their dreams by helping them become successful professionals. Parents have entrusted the future of their children into our hands and thus they play a very important role in the development and enhancement of the quality of this learning experience. Feedback from parents allows the institute to evaluate its service provision and thus cater to providing excellent service towards the students.

The feedback analysis process has put an increasing emphasis on the need for involvement of parents in the quality assurance of excellent education. Parent's involvement requires that they play an active role in participating for the holistic development of their children. Likewise every year at the end of the semester in the month of April, feedback forms are distributed to the parents of undergraduate students. This circulation, distribution of feedback forms and collection of filled feedback forms was done by the IQAC department.

Objectives of parent's feedback on institute:

Parent's feedback has three main objectives:

1. To provide parents the opportunity to comment on the quality of their ward's learning experience, as required in preparation for and as part of review process.
2. To assess the success of academic provision in relation to the expectations of both the parents and the students.
3. To provide feedback to the faculties in order to improve delivery and/or content of the curriculum.

Focus on the Parent Feedback Form

The parent's feedback form focuses on the following aspects:

1. Simplicity and fairness of the admission procedure
2. Flexibility of the Academic Programme
3. Balance between Academic, Co-curricular and Sports activity
4. Ease of Interaction with faculty
5. Career Orientation and Guidance
6. Learning Culture inculcated among Students
7. Security Arrangements and Safety measures
8. Campus infrastructure and other facilities
9. Help provided by the support staff
10. Overall growth and personality development of your ward
11. Overall rating for the institution

Total number of responses: 144

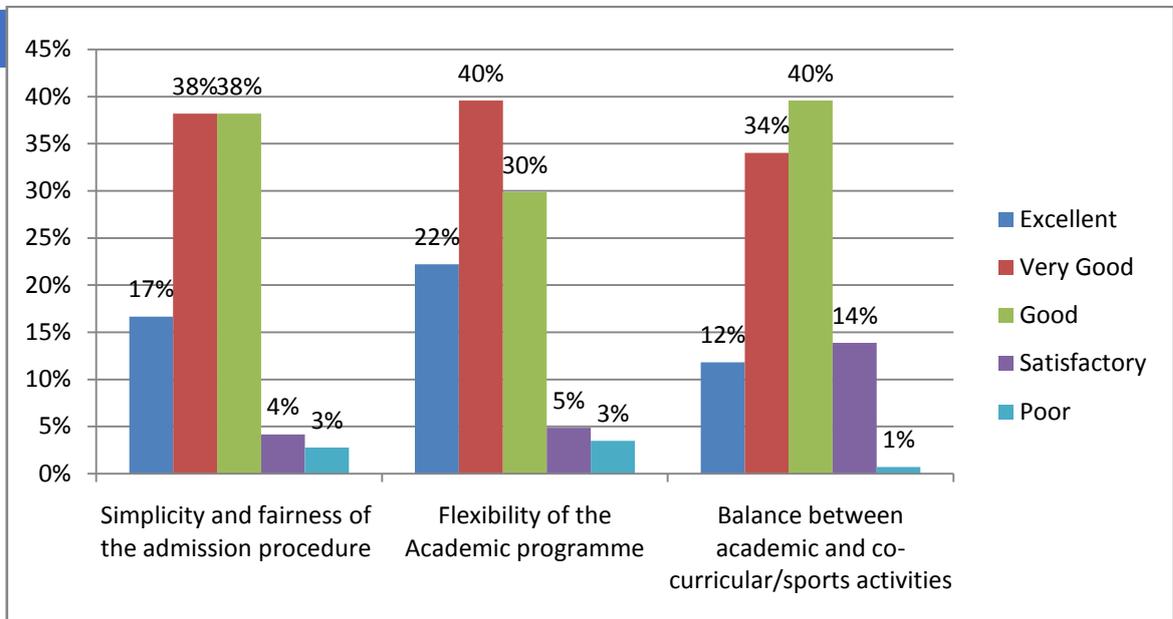


Figure 2.1:

The figure graph 2.1, presents to us that 55 percent parents felt the admission procedure was very good to excellent, this is because the entire procedure of admission is done online and there is a proper system of the whole admission process in place. The students have orientation and counselling sessions with the subjects teachers before deciding their admission. Having a choice based credit system within the autonomous structure of the college is well reflected in the parents feedback on flexibility in academic programme, where by an overwhelming 62 percent parents rated it to be very good to excellent. The flexibility in the academic programme also ensured a good balance between academic and co-curricular activities as seen in the parents feedback of 86 percent appreciating this fact.

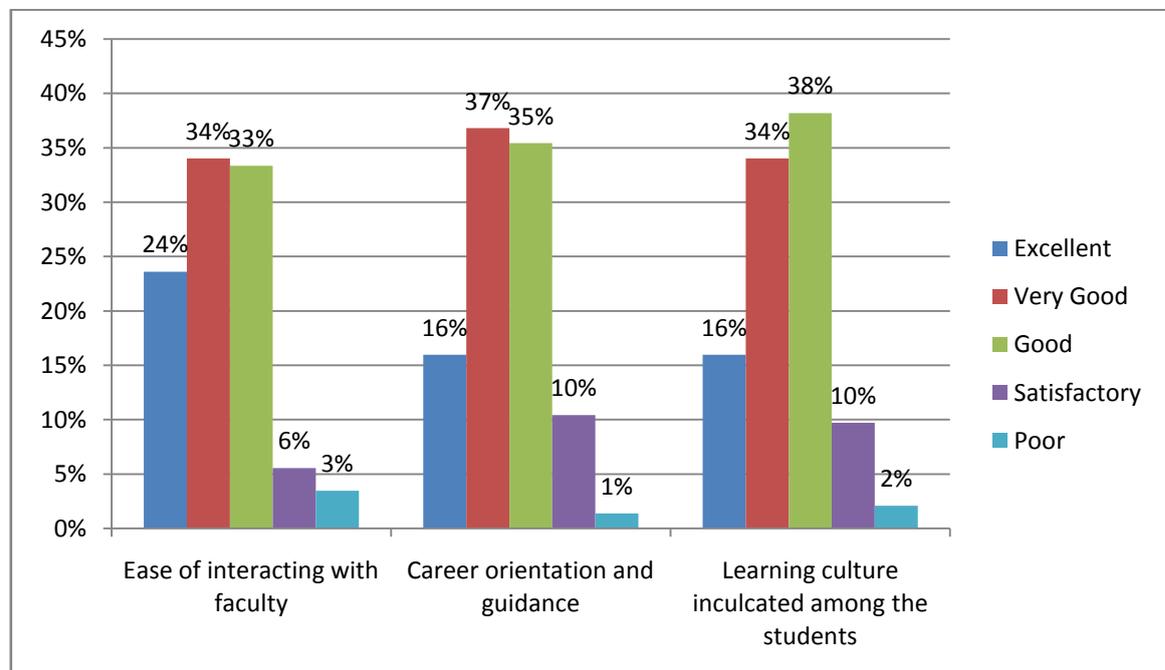


Figure 2.2:

The Figure 2.2., reveals the greatest strength of the college and that's been the ease of interacting with the faculty whereby 92 percent parents feel it is good to excellent. Further, 88 percent parents consolidate the fact that the faculty provides good career orientation and guidance and they further enhanced the learning culture among the students wherein 88 percent parents feel it is good to excellent.

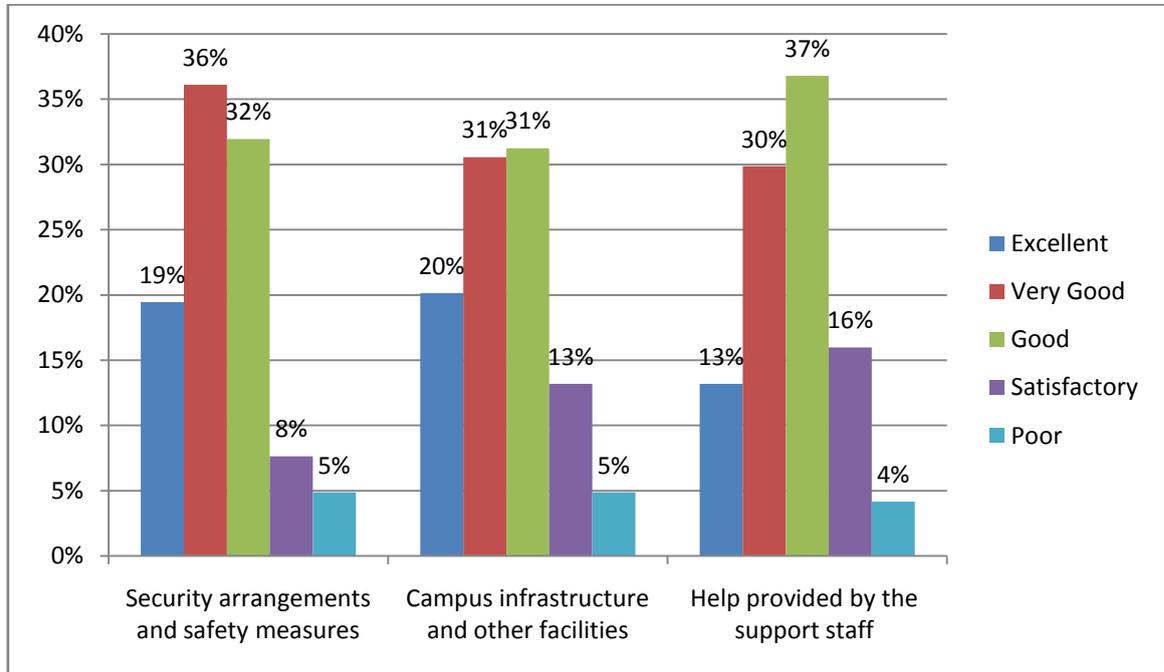


Figure No 2.3:

The parents also shared favourable feedback about the security arrangements (87 percent felt it is good to excellent), parents also gave a favourable rating to campus infrastructure and help provided by the support staff.

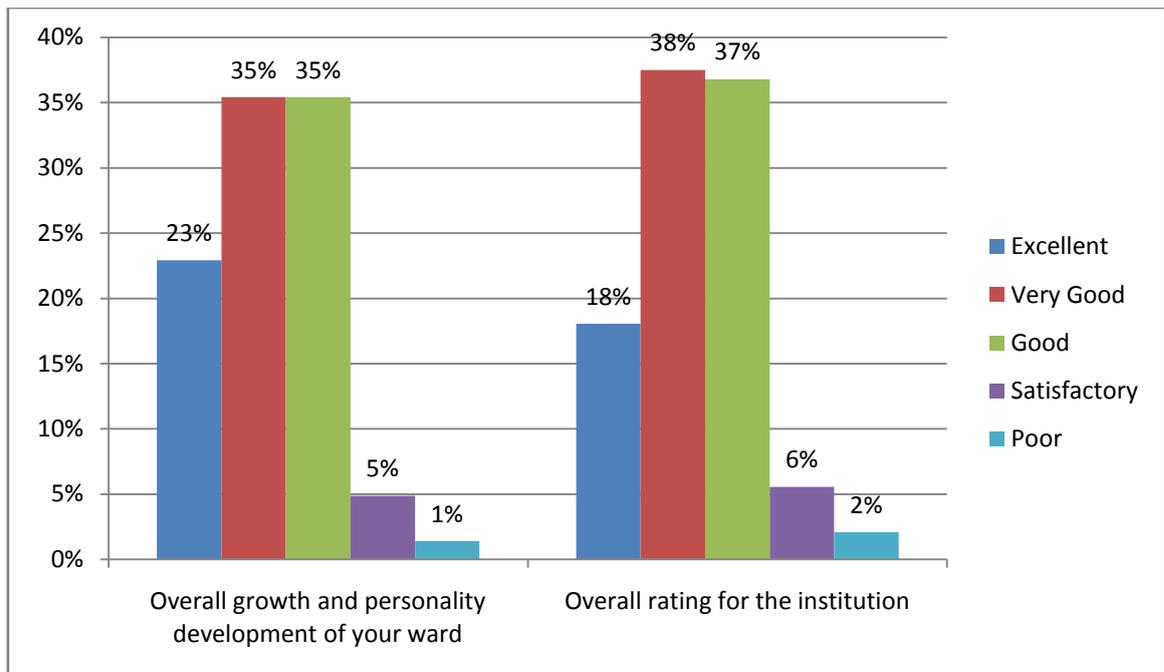


Figure No 2.4:

The last two aspects were also appreciated with a majority parents i.e. 94 percent rating the college with good to excellent for overall growth and personality development of their wards and 93 percent rating the college with good to excellent.

Analysis and outcomes:

1. Parents are satisfied with the good infrastructure of the college and have found it to be safe and secure for their children.
2. Parents also found that the children have an overall good learning experience in the college as a result of the good knowledgeable faculties teaching the children thereby also ensuring the all-round growth of the students personalities.
3. Parents are satisfied with the counsellors and the mentors provided by the college from time to time.

4. REPORT OF THE TEACHERS FEEDBACK ANALYSIS THROUGH THE ACADEMIC AUDIT OF COURSES

Introduction:

In an autonomous Institution, it is essential to ascertain and ensure the quality of different academic processes. Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the

College. The academic audit encompasses verification of teaching-learning-evaluation processes, innovations and research done by individual teachers. It is aimed at checking if faculty members implement/incorporate the initiatives taken by IQAC/Dean/Principal to enhance the quality of Evaluation Teaching-Learning-processes.

Audit process:

- Course wise submission of duly filled Audit forms and Documentary evidences evidences by Course faculty to the head of the department at the end of every semester. The audit form were submitted as soft and hard copy.
- Verification of the forms and evidences furnished by all Faculty members by Head of the department/ Department faculty council (DFC).
- Submission of 'Verification report' and Soft copies of all audit forms (course wise) by Head of the department to Dean's office.
- Department wise Audit meetings at the end of the semester/year by the Dean to form the consolidated report of respective Faculty discipline.
- Dean's consolidated report indicating observations, examples of exemplary practice, noting of areas for improvement and suggestions was submitted to the Principal/IQAC.
- Common Audit report of all Deans assessed by External experts.
- Presented in Academic council/Governing body.
- Conveying the report to the respective Head of the Department for necessary action for improvement.

DEAN AND HEAD OF THE DEPARTMENT FACULTYWISE**1) Faculty of Social Science:**

	Dr. Debasish Mazumdar	Dean – Faculty of Social Sciences
	Mrs.Sarita Naik Tari	Head – Department of History
	Mrs. Rupali M Tamuly	Head - Department of Economics
	Dr. AnaghaDicholkar	Head, Department of Geography
	Dr. Sachin Moraes	Incharge- Department of Sociology
	Dr. DebasishMazumdar	Reporting Head for Incharge of Philosophy
	Dr. SobitaKirtany	Incharge, Department of Psychology
	Ms. BhavanaSawardekar	<i>Executive Secretary to Deans</i>

2) Faculty of Languages and Literature:

	Dr. HanumantChopdekar	Dean – Faculty of Languages and Literature and Head – Department of Konkani
	Dr. Sonia Fernandes	Head – Department of English
	Mrs. Mitra Borkar	Head – Department of French
	Mr. S. S. Adsul	Head - Department of Marathi
	Mr. Pradeep Jatal	Head, Department of Hindi
	Ms. Bhavana Sawardekar	Executive Secretary to Deans

3) Faculty of Life Science:

	Dr. Nandini Vaz Fernandes	Dean – Faculty of Life Science
	Ms. AmishaPednekar	In-Charge – Department of Botany
	Ms. Sarah Misquita	Head, Department of Biochemistry
	Dr. Kanchana R	Head, Department of Biotechnology
	Dr. Nandini Vaz Fernandes	Head, Department of Zoology
	Ms. Bhavana Sawardekar	<i>Executive Secretary to Deans</i>

4) *Faculty of Physical and Earth Sciences:*

	Dr. Sameena Falliero	Dean – Faculty of Physical & Earth Sciences
	Mrs. Suchitra Bhat	Head – Department of Computer Science
	Mr. Anand Masur	Head – Department of Mathematics
	Mr. H.S.S.Nadkarni	Head- Department of Geology
	Mr. Yatin Desai	Head- Department of Physics
	Dr. Anagha Dicholcar	Head – Department of Geography
	Ms. Bhavana Sawardekar	<i>Executive Secretary to Deans</i>

SUMMARY OF THE ACADEMIC AUDIT (2018-2019)

The Academic audit process was conducted for all the courses of both Odd and Even Semesters of the Departments. The process was conducted after every semester by HOD/DFC at the department and Annual audit of both semesters by the respective Deans. The Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the College, and included verification of the following:

- 1) Variance of contact hours prescribed by BOS and Contact hours actually engaged.
- 2) Whether all modules/units in the syllabus taught.
- 3) Number and types of Resources provided to the students on Moodle/Google Classroom.
- 4) Number and types of methods used in teaching-learning (pedagogies).
- 5) Number and types of modes of evaluation used.
- 6) Whether Marking Scheme (Rubric of Assessment) was uploaded on Moodle/Google Classroom.
- 7) Percentage of marks assigned in Higher-order questions in all assessment modes.
- 8) Date of conduct of assessments and date of declaration of results of assessments.
- 9) Details of the Laboratory Hours and Experiments/Lab-work conducted.
- 10) Whether E -Journal provided and marking scheme for assessment of practical work is maintained and disclosed to students.
- 11) Contributions Towards Innovations and Research
- 12) Feedback of the Course Coordinator

OBSERVATIONS AND SUGGESTIONS

A) GENERAL INFORMATION: The Faculty of Life sciences includes 04 departments with 22 teachers and 301 students. Each department floats 10-11 courses per semester for their respective programme. The courses are either engaged by single course teacher or shared by two or more teachers. Information about number of teachers, students and course distribution is given in Table 1.

TABLE 1: GENERAL INFORMATION ABOUT THE COURSES AT THE DEPARTMENTS					
Name of the Programme		BA and B.Sc			
Odd and Even Semesters of 2018-2019		Audit Reports of Semester I/II/III/IV/V AND VI of all courses at the Departments.			
	Department	Social Sciences	Languages & Literature	Life Sciences	Physical & Earth Sciences
Teachers and student Strength	No of faculty members:	26	19	22	47
	No of students:	316	195	318	499
Course distribution	No of Courses Audited at each department	Odd Sem- 73 Even Sem- 72	Odd Sem- 52 Even Sem- 54	Odd Sem- 44 Even Sem- 44	Odd Sem- 54 Even Sem- 65

B) AUDIT OBSERVATIONS AND SUGGESTIONS:

The data verified and audit process done was found to be satisfactory with respect to the above mentioned parameters. The observations and suggestions of major areas of teaching learning evaluation processes of the courses at Departments are reported herewith.

PART A: COURSE ENGAGEMENT

1) Variance of contact hours prescribed by BOS and Contact hours actually engaged: This parameter is a reflection of engagement of all lectures and practical's by the Faculty members as is prescribed by the Board of Studies.

Observations: The number of courses audited from all departments was found to be satisfactory, however, incomplete data provided by some faculty members in 03 departments was a hindrance in data analysis of the report.

- Variance of less than 20% of lectures:
 - Social Sciences: 44% of the courses.
 - Languages and Literature: 30.2% of the courses.
 - Life Sciences: 19.4% of the courses
 - Physical & Earth Sciences: 25.6 of the courses
- Variance of more than 20% of Lectures:
 - Social Sciences: 6.2 % of the courses.
 - Languages and Literature: 3.8% of the courses.
 - Life Sciences: 1.3 % of the courses
 - Physical & Earth Sciences: Nil (Data not submitted by two departments)

Suggestions on Class lecture engagement and variance observed:

The variance in odd semester is reasonably large due to administrative delay in respect of appointment of teachers. Nevertheless, the variance in the even semester relatively less.

- However, in view of variance of more than 20% the following suggestions are offered:
 - Completion of all lecture hours allotted is essential.
 - Course faculty needs to conform to the annual lecture plan prepared at the start of the semester.
 - If any lecture is cancelled on account of any eventuality, then the course faculty needs to take the responsibility of engaging extra classes to compensate for it.
- All faculty members need to cooperate in submitting the documents sought from time to time either as hard copy or soft copy, for the purpose of Audit by the Head of the department or the Dean's office. This will facilitate smooth functioning of audit and ensure complete data availability for the purpose of compliance and Quality check of Audit.

2) Number and types of Resources provided to the students on Moodle/Google Classroom:

This parameter is indicative of facilitation of learning of students by teachers by making course resources available on website.

Observations: All Teachers upload course resources on Google classroom or College moodle - CLAAP (*Chowgules Learn Anytime Anyplace*) and periodically update the same. Also each department has tried to enrich its resources at the even semester. The types of resources provided by course instructors were as follows:

TABLE 2: TYPES OF RESOURCES PROVIDED FOR THE COURSES AT THE DEPARTMENTS	
Resources provided by Course coordinator/faculty	Different types of resources provided for Courses at Odd and Even Semester
	<ol style="list-style-type: none"> 1. Worksheets 2. Ebooks 3. Concept Videos 4. Journal Articles 5. Link to open Course ware 6. Text books 7. Link to open Courses wares 8. Lecture notes on CLAAP/Google classroom 9. Instructional supplementary Videos 10. Audiotext 11. Online Questionnaires 12. Video Adaptations

Suggestions on Course Resources:

All departments need to provide more than 05 types of resources especially considering the rate at which subject knowledge gets added and keeps changing due to recent discoveries and innovations. This will benefit the students remarkably.

- Some teachers had not uploaded resources for every module. It is suggested to upload 100% of the resources on the CLAAP in following.
- Most of the Resources uploaded are PowerPoint presentations of Topics and Only some teachers used variety of resources. Measures should be taken to increase the types of resources uploaded.
- Mandatory resources should include Class presentation PDFs or notes, Textbooks, E-Books, Videos, Journal articles or links to recent discoveries.
- Enhancing quality of Presentation is suggested. There is a need to monitor CLAAP resources for conformation to the standard format of our college for presentations.

PART B: TEACHING -LEARNING PROCESSES:

Teaching methodologies adopted by the faculty-members should focus on developing skills in students besides giving information. To bring about effective learning, numerous pedagogies of teaching-learning should be adopted. The college has conducted 07 workshops with the objective of improvising T-L-E processes.

College has also taken initiative in Structuring Teaching learning processes in an Outcome Based Education framework. To Facilitate this process 02 workshops were conducted for the faculty members. All courses across the departments were revised to align the Course Objectives, Programme outcomes as per OBE guidelines.

TABLE 3: WORKSHOPS CONDUCTED FOR IMPROVING/STREAMLINING TEACHING LEARNING PROCESSES:		
	Understand ‘Blooms Taxonomy – For New Faculty members	3rd August 2019
	Workshop on “Problem Based Learning “ as effective mode of teaching-learning by Dean	20th December 2018
	Workshop on “Flipped Classroom “ by Dean	8th august 2018
	Workshop on “Flipped Classroom “ by Dean	09th January 2019
	Workshop on ‘Effective Lab Journal’ by Dean	10th November 2018
	E-Learning and MOOCs in higher Education by Centre for Teaching learning of College and GAD Centre of MHRD, GOI	14th January 2019
	ICT in Education by Centre for teaching & learning of our college & dept. Of Extra Mural and Extension services, Goa University	9th March 2019
WORKSHOPS CONDUCTED FOR FACILITATING OUTCOME BASED EDUCATION FRAMEWORK		
	Workshop on Outcome Based Education-I (To understand the OBE)	08th September2018
	Workshop on Outcome Based Education-II (To reframe the COs and Pos)	25th and 26th Oct 2018

TABLE 4: TEACHING-LEARNING PEDAGOGIES USED BY FACULTY MEMBERS	
	MODES OF TEACHING
Course coordinator/faculty	<ol style="list-style-type: none"> 1. Lecture method 2. ICT supplemented teaching. 3. Group Learning activities 4. Case Studies 5. Experiential Learning 6. Problem Based Learning 7. POGIL 8. Flipped Classroom 9. Field Based studies 10. Projects 11. Student Seminars 12. Group Discussions 13. Outdoor Activities 14. Lab Experiments

OBSERVATIONS:

Majority of the teachers mostly use traditional mode of teaching supplemented by ICT, interaction and group discussion. Innovative Teaching-Learning methods were adopted by teachers of 08 departments (Flipped classroom, Problem based Learning, POGIL, Experiential learning).

Suggestions on Teaching-Learning Processes:

- Need to aim at 100% teachers adopting more than 06 modes of teaching, including innovative methods focusing on developing higher order skills in the students.
- To bring about uniformity in the interpretation of the various teaching-learning methodologies, workshops need to be conducted by Centre for Teaching learning.
- Need to devise method to map COs and PSOs and Pos to assessments for indicating achievement of these objectives.

PART C: EVALUATION PROCESSES:

Audit of Evaluation Processes: This parameter is a reflection of quality of assessments done for the courses taught. The college emphasizes on use of multiple modes of evaluations to cater to the assessment of different types of learners. The college also encourages teachers to carry out research related to pedagogies of teaching-learning and evaluations. Both formative and Summative modes of assessments are undertaken by the course coordinators. Freedom is given to the faculty to choose suitable modes of assessments as per the defined guidelines given by IQAC wherein the process and rubric of assessment is clearly defined.

INITIATIVES TAKEN:

To ensure consistency of modes and processes for assessments carried out by faculty for all courses across the departments, the following initiatives were taken up:

1. Policies/guideline documents were revised by the Exam Committee to streamline the process.
2. Handbook on Assessment modes prepared by IQAC was shared with faculty of all departments.
3. 16 modes of evaluation were standardised with well defined rubrics of assessment .
4. IQAC had organized two workshops for faculty members.

TABLE 5 : WORKSHOPS CONDUCTED FOR STREAMLINING EVALUATION PROCESSES		
	FDP-Workshop on Modes of Evaluation – I	06.07.2018
	FDP-Workshop on Modes of Evaluation – II	20.07.2018

Observations:

- a) *Number of Assessments:* All departments conformed to the guidelines given by the exam committee with respect to conduct of continuous assessments(CAs), Semester/Term End examination(SEE) or Practical Assessments(Pas)
- b) *Number and Types of modes of evaluation:* Most teachers used 04 modes of assessment. Some teachers did not adopt the standardized modes of assessment prepared by IQAC.
- c) *Whether Assessment dates & modes declared in advance and uploaded:* Most teachers had uploaded all Assessment dates & modes on time.

- d) CLAAP or Google Classroom. However, some teachers had not uploaded documents and informed students orally, of which they had no record.
- e) *Marking Scheme/Rubric of assessment for theory Uploaded:* Uploaded by teachers of three departments only. Some teachers did not Upload Marking Scheme for theory on CLAAP/GC.
- f) *Percentage of marks assigned in Higher-order questions in the assessment:* Fair representation of higher order questions as per the guidelines of Exam committee was adhered to by all teachers. All teachers conformed to the required percentage of marks for Higher-order questions in the assessments. Generally 26% of assessment relates to higher order of blooms taxonomy.
- g) *Was the feedback on the assessment shared with students:* Yes.
- h) *Whether E -Journal provided for practical based courses:* Yes.

TABLE 6: PASS PERCENTAGE OF STUDENTS				
Pr ogr am me	Programme name	Number of students appeare d in the final year examinat ion	Number of students passed in final Semester /year examination	Pass Percentage
BA	Bachelor of Arts	159	96	60.38%
BS C	Bachelor of Science	246	169	68.70%

TABLE 7: AVERAGE PERCENTAGE OF STUDENT COMPLAINTS/GRIEVANCES RELATED TO EXAMINATION		
Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentag e
Odd - 02	1417	0.14%
Even - 01		0.07%

Suggestion on Evaluation methods:

- Need to aim at 100% teachers adopting more than 05 modes of assessment.
- Faculty members of all departments need to adopt the rubrics of assessment given in the handbook of the IQAC. Workshop can be organized for New teachers on the same.
- There is a need to look into the modes / methods used for assessment of Practical courses by faculty members.

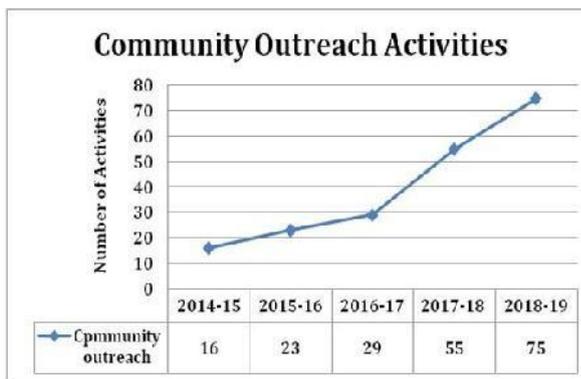
PART D: INNOVATIONS AND RESEARCH

Contributions towards Innovations and Research at departments is summarized in Table 4.

TABLE 4: INNOVATIONS AND RESEARCH AT THE DEPARTMENTS		
Sr.No.	Areas	Describe Innovations/Research
1.	Teaching-Learning Processes	<p>Major initiatives 2018-19:</p> <ul style="list-style-type: none"> ● Strengthen the Teaching –Learning- Evaluation processes. ● Curriculum restructuring to revise COs and PsOs to align with requirements of OBE. ● Workshop on: <ul style="list-style-type: none"> - Flipped classroom - Problem based learning - Effective Journal - Bloomstaxonomy in teaching for new teachers. ● Problem Based Learning, Cooperative learning strategies introduced and adopted by 08 departments. ● DHE project– <ul style="list-style-type: none"> - Research on T-L- E pedagogies. - Use of ICT teaching-Learning. ● 02 Research Papers were presented and published related to T-L- E processes. ● Research publications and paper presentation on Education. ● New Journal Format Implemented by some departments based on the workshop conducted and format provided. ● Ongoing research on: <ul style="list-style-type: none"> - Assignment writing - Practical Pedagogies - ICT in Teaching - Peer tutoring
2.	Evaluation Processes	<ul style="list-style-type: none"> ● Adoption of Standardized Modes of assessment given by IQAC with defined rubrics by many faculty members. ● Conducted 02 Workshop on Evaluation modes

3. Outreach Programme/ Processes

- College carried out 75 community outreach activities at the Departments besides NSS /NCC.



4. Research Programme

- Encourage initiation of linkages with Industry and Research centers for internships
- Encouraged participation of faculty members for various conferences, workshops and seminars.
- Awarded DBT Star College Scheme: Fund of 1.23 crore (06 Departments) by DBT, Ministry of Science & technology Govt. of India.
- Conducted various innovative and interdisciplinary projects under DBT Star College Scheme.
- Research Poster competition was held for all Third year students on PrernaDiwas, funded under DBT Star College Scheme.
- 02 Minor research project sanctioned - DHE-DST fund for project on:
 - Pedagogies of Practical teaching for Biological Science.
 - ICT in T-L-E processes.
- 06 Ongoing projects.
- 09 books/chapters contributed by teachers
- 35 papers Published and 39 papers presented.
- Streamlined research processes by formulation of 09 research promotion policies and related guidelines.
- Constituted Institutional Ethics committee as per ICMR guidelines
- Organized 04 workshops to promote quality research publication viz. 1) Avoiding Plagiarism, 2) Funding Bodies for research Grants, 3) ‘Scholarly Communications- How to avoid / identify fake

Predatory journals and 4) “Connect your achievements and contributions on Global Registry’.

- For promoting Quality research, Instituted certificate of appreciation and cash prize in the following category: Research publication with highest impact factor (Web of Knowledge); Authoring Book with ISBN; Felicitation of PhD Awardees; Felicitation of PhD Guide on award of PhD to student; Recognition of faculty with International collaborative projects or funding / Post doctoral Fellowships / Patents /Recipient of Awards.
- Established ‘Central Research lab’ Inaugurated on 24th August 2018 at the hands of Shri. Prasad Lolayenkar, Directorate of Higher education, Goa.

SUMMMARY OF RESEARCH ACHIEVEMENTS OF FACULTY									
Academic Year	Papers published	Papers presented	Conferences/seminars/workshops organized	Conferences/seminars/workshops attended	Faculty as resource person	Books authored/edited/chapters	Extension works	Community outreach	Research projects
2018-19	29	33	41	50	44	9	45	75	6

5

Faculty Major achievements

- Teachers with PhD: 33% (32/97)
- Honours and recognitions received by teachers:
 1. Dr.Nandkumar Sawant – 2 Awards (Educational leadership award & Devang Mehta National Educational award)
 2. Dr. HanumantChopdekar – 2 Awards (National Urmī Kavya Puraskar and Late. Padmaja Naik Gavnekar Memorable Research Award)
 3. Dr. ShailaGhanti - Appreciation certificate for the contribution as Convener of Institutions Innovation Council.
- PhD Guideship:
 - 1) Dr. Nandini Vaz Fernandes – Recognition as PhD Research Guide by Goa University.
- PhD Awarded:
 1. Dr. Meghna Devli
 2. Dr. Mayuri Naik
 3. Dr. ShailaGhanti

		<ul style="list-style-type: none"> ● International Fellowships: <ul style="list-style-type: none"> • Dr. Nandkumar N. Sawant (Erasmus Plus -Faculty Exchange Programme)European Union. • Rahul Pillai (Erasmus Plus -Research Students Exchange Programme) European Union.
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Part 5: Feedback for the Department.

Annual feedback is obtained from stakeholders on:

- Course Curriculum
- Faculty teaching approach
- Assessment
- Infrastructure

The suggestions are incorporated by the departments. Whenever relevant suggestions are obtained, necessary action is taken to improve curriculum or enhance teaching-learning processes.

Concluding Remark:

The observations made and suggestions given will be conveyed to all faculty members for necessary action.

5. REPORT OF THE STUDENT FEEDBACK ANALYSIS

The Students' Feedback on curriculum and teaching learning process at ParvatibaiChowgule College of Arts and Science-Autonomous is designed to get formative feedback from students that can be used towards the improvements in the quality of course design and delivery, as well as student learning experiences. The feedback has been generated through a comprehensive perspective of including several parameters of the Teaching-Learning-Evaluation and the Overall Academic experience of the students. These parameters are Academic Support, Course Content, Internal Continuous Assessment and Teaching of the Course. The Parameters had a number of statements each and had to be graded on a 5 point scale. A total of 1142 students (381 Arts, 761 Science) provided feedback for a total of 454 courses (191 Arts, 263 Science) and evaluated a total of 129 Teachers (61 Arts, 106 Science). The feedback was graded on a 5 point scale (Strongly Agree-5, Agree-4, Neutral-3, Disagree-2 and Strongly Disagree-1) and is presented below.

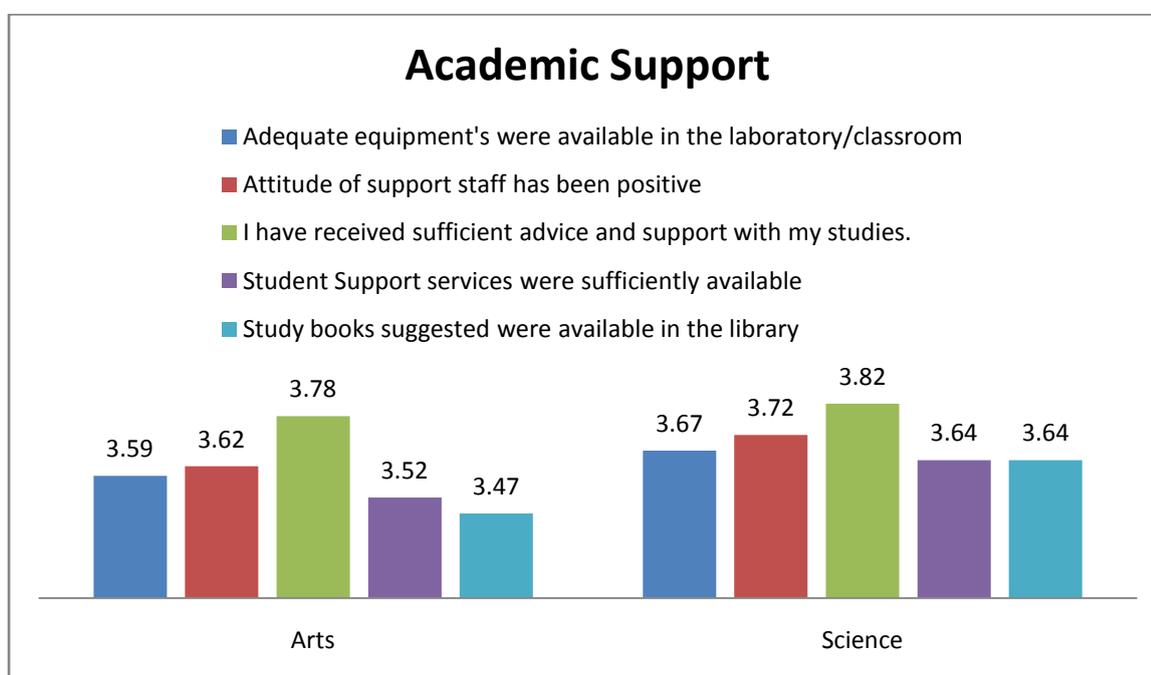


Figure 1.1 Academic Support

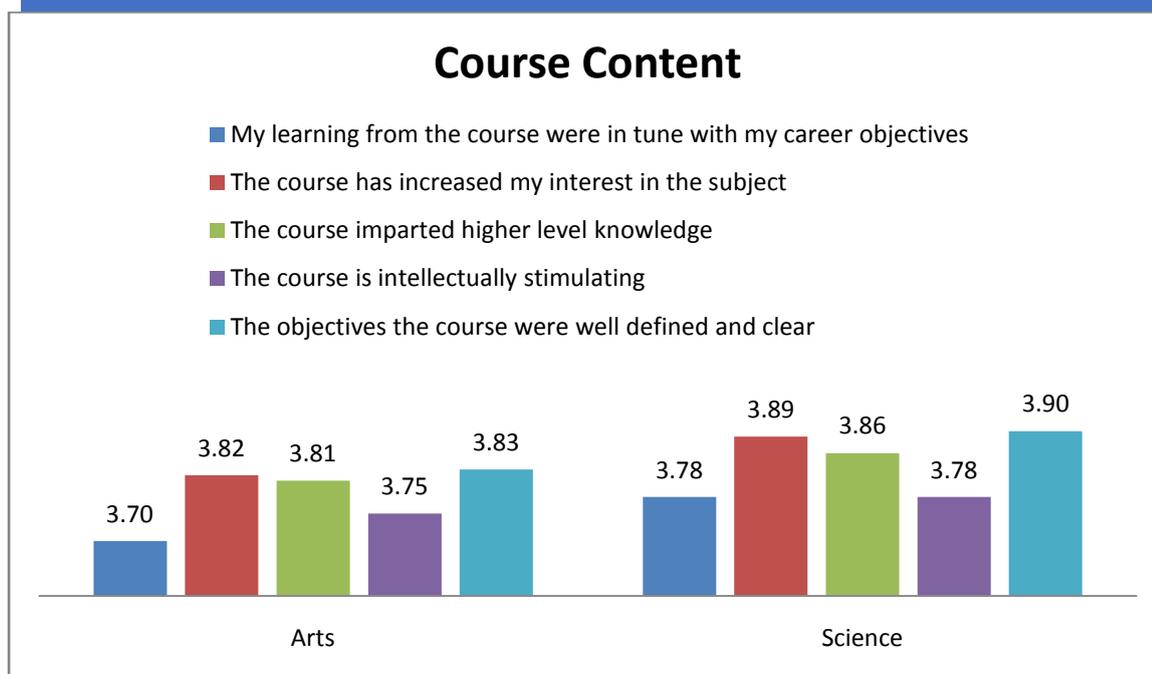


Figure 1.2: Course Content

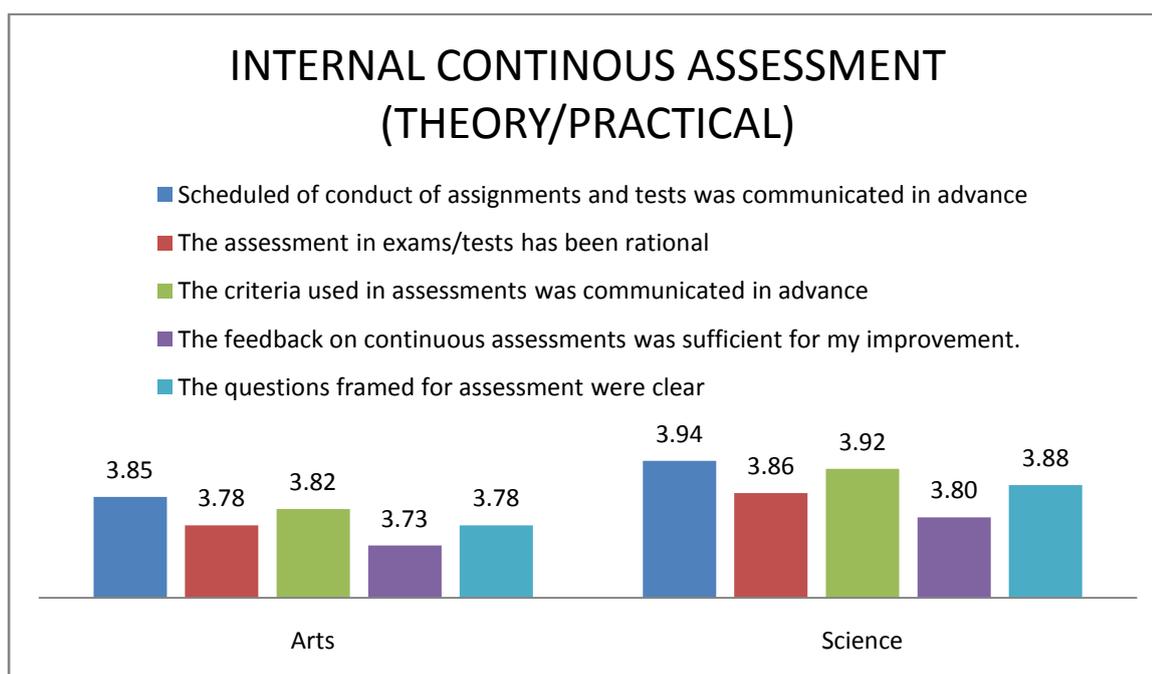
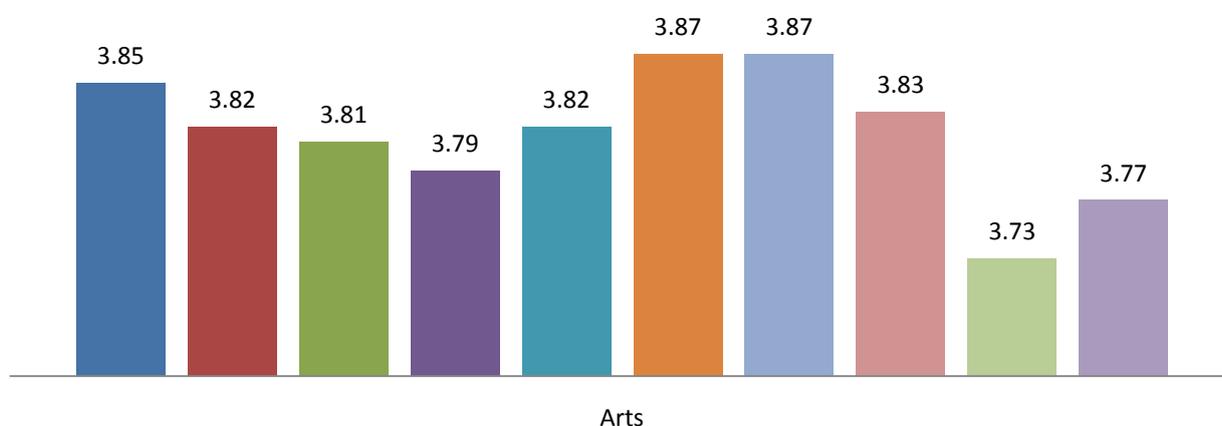


Figure 1.3: Internal Continuous Assessment

TEACHING OF THE COURSE - ARTS

- Punctuality in the class and regular to the class
- Teacher was effective in helping me to learn the subject
- The completion of the syllabus was systematic and on time.
- The teacher focussed on enhancing skills
- The teacher provided sufficient study/reference material.
- The teacher was good at explaining the subject matter.
- The teacher was self confident and effective communicator
- The teaching method was interactive and purposive.
- Use of innovative teaching methods like discussion, games, peer teaching etc.
- Used multimedia like LCD, CLAAP or Google Classroom etc.



1.4: Teaching of the Course by the faculty of Arts

TEACHING OF THE COURSE - SCIENCES

- Punctuality in the class and regular to the class
- Teacher was effective in helping me to learn the subject
- The completion of the syllabus was systematic and on time.
- The teacher focussed on enhancing skills
- The teacher provided sufficient study/reference material.
- The teacher was good at explaining the subject matter.
- The teacher was self confident and effective communicator
- The teaching method was interactive and purposive.
- Use of innovative teaching methods like discussion, games, peer teaching etc.
- Used multimedia like LCD, CLAAP or Google Classroom etc.

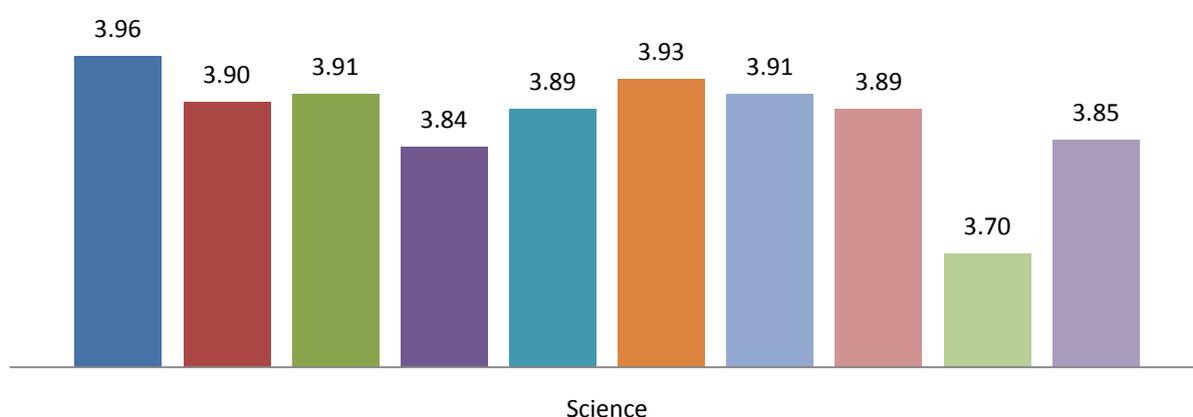


Figure 1.5: Teaching of the Course by the Faculty of Science

Overall Average Ratings

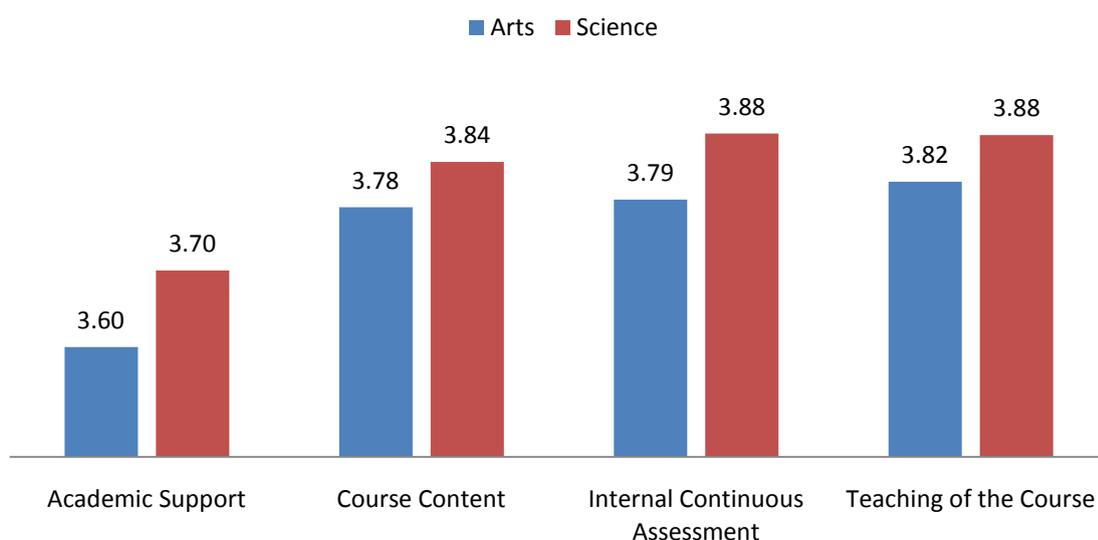


Figure 1.6: Overall Average Ratings for the Parameters of Arts and Science Faculty.

Major Observation

1. All the students agreed to all the parameters and the statements relating to the same and which in turn presents a very favourable feedback, although there is a scope of improvement.
2. The feedback presented that the strongest aspect relating to the teachers and the curriculum was Teaching of the course. Which had a total of 10 statements to which all the students gave the highest rating compared to any other parameter. i.e. 3.82 for Arts and 3.88 for Science.
3. The feedback of the students also depicted that along with Teaching of the course the Assessment of the course was also encouraging, Which had a total of 5 statements to which all the students gave the second highest rating compared to any other parameter. i.e. 3.79 for Arts and 3.88 for Science.
The point number 2 and 3 reveal that the students do acknowledge the efforts of the teachers and showed through the feedback that Teaching-Learning and Evaluation was done as per the requirements of the students.
4. The feedback from the students also favoured the course content with a rating point of 3.78 for Arts and 3.84 for Science.
5. The feed pertaining to Academic Support showed a drop in the rating points as compared to the other parameter with the scores of 3.60 for Arts and 3.70 for Science.

Recommendations

1. The feedback although favourable in all four parameters shows that there is scope for improvement in each of the parameter especially Academic Support.
2. Teachers need to focus especially on the following aspects that showed a dip in the rating.
 - a. Course Content: There is need to provide students the rational of the course content and its use to the students and also need to ensure that the course is intellectually stimulating.
 - b. Course Assessment: There is a need to provide adequate feedback of the assessments and the scope for improvement for the students.
 - c. Teaching of the Course: There is a need to incorporate more innovative teaching methods in the teaching-learning of the course.

S. Sawant
Co-Ordinator (IQAC)

Dated: 2nd May 2019

S. Sawant
Dr. N.N. SAWANT
Principal

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