



**Parvatibai Chowgule College of Arts and Science
(Autonomous)**

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award



FEEDBACK ANALYSIS AND REPORT

ACADEMIC YEAR: 2021-2022



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1. ALUMNI FEEDBACK ANALYSIS AND REPORT

Parvatibai Chowgule 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



	Respondents
Studying further	38
Employed/working	11
Unemployed	03
Other	01
Total	53

Table 1.1: Outcome of the programme the student underwent

The above table presents to us that out of the 53 Alumni who responded from the batch of 2021-22, 72 % of the students have gone in for higher education, 21 % were employed despite of the pandemic, 5 % were unemployed and 2 % students got in to entrepreneurship. Thus, this is a positive feedback where the outcome of the programmes are concerned.

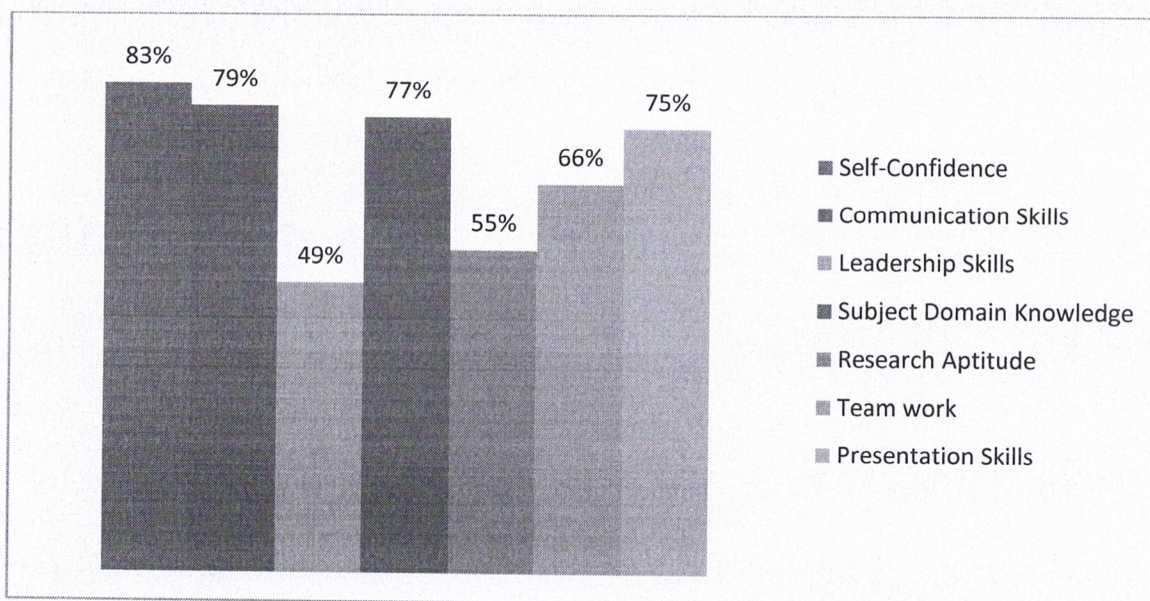


Figure 1.1: Skills learned from the Program that benefited at Employment

Feedback Analysis and Outcome

1. The biggest take away for the alumni in terms of their gain was self confidence and communication skills.
2. The Large majority of Alumni benefitted in their development of Subject domain knowledge and presentation skills



3. There was also a positive note on Team Work, Research aptitude and Leadership skills

2. REPORT OF 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: 145

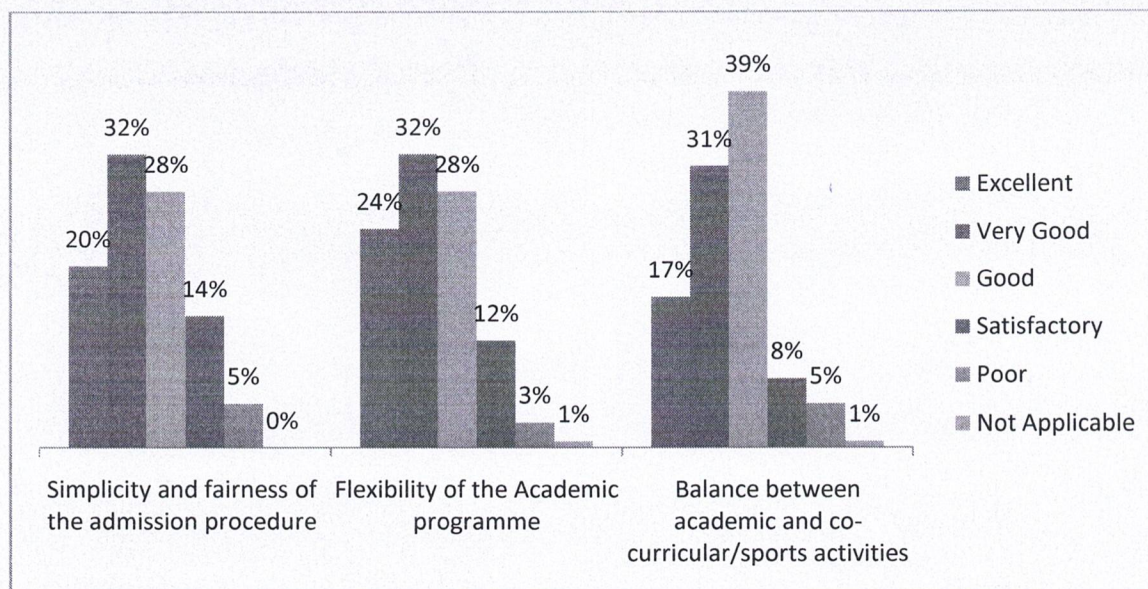


Figure No: 1.1:

The figure graph 1.1, presents to us that 52 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 56 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 87 percent appreciating this fact.



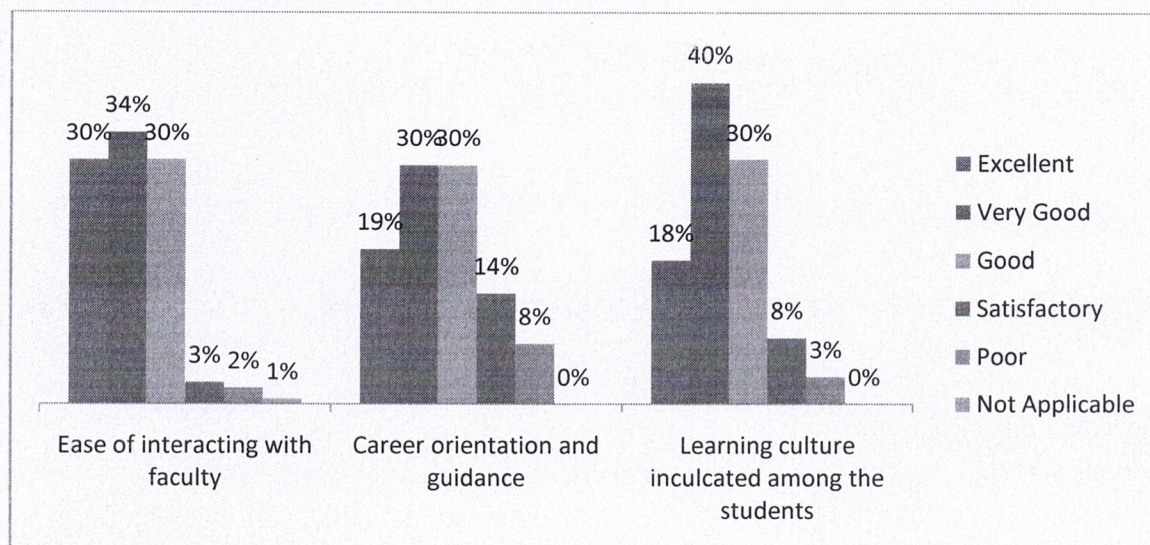


Figure No 1.2:

The Figure 1.2., reveals the greatest strength of the college and that's been the ease of interacting with the faculty whereby 94 percent parents feel its good to excellent. Further, 79 percent parents consolidate the fact that the faculty provides a lot of career orientation and guidance and they further enhance the learning culture among the students wherein 88 percent parents feel it is good to excellent.

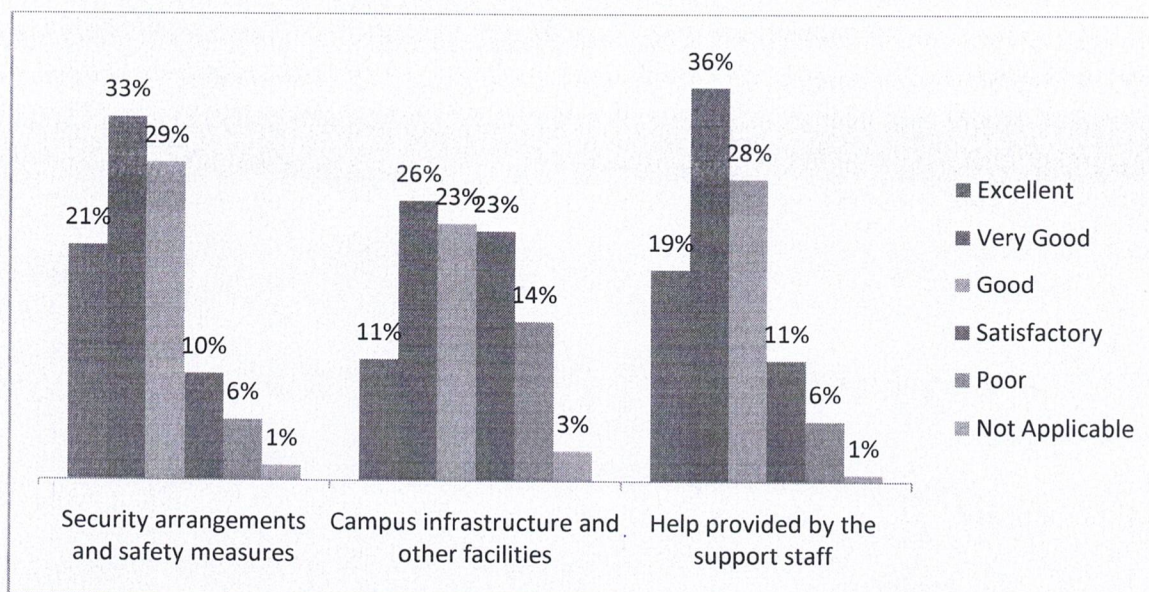


Figure No 1.3:

The parents also shared favourable feedback about the security arrangements (83 percent felt it is good to excellent), parents also gave a favourable rating to campus infrastructure and help provided by the support staff.

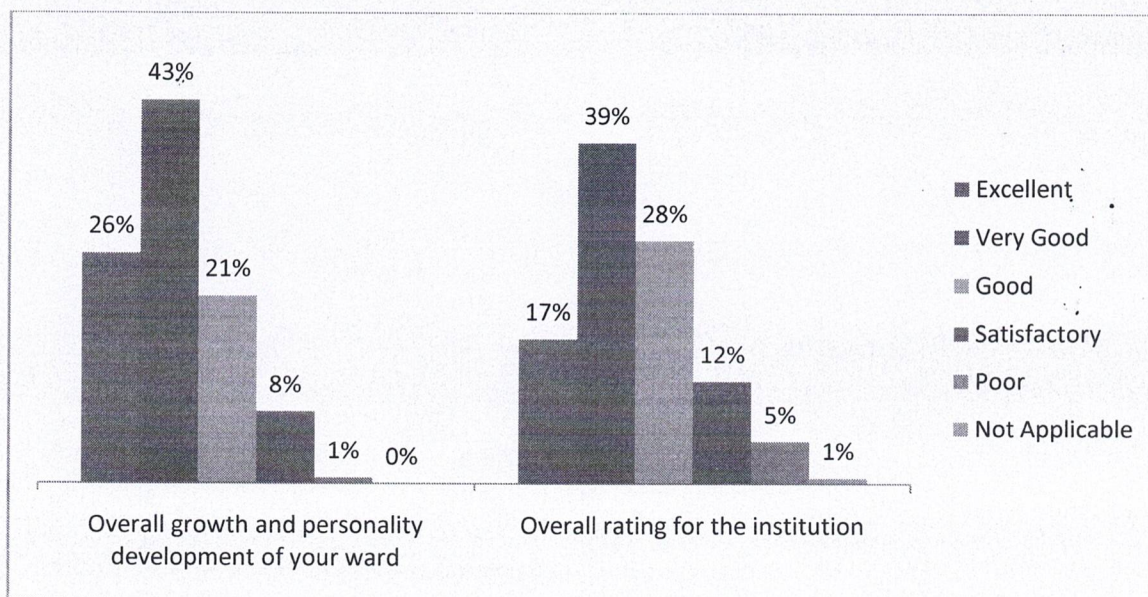


Figure No 1.4

The last two aspects were also appreciated with a majority parents i.e. 90 percent rating the college with good to excellent for overall growth and personality development of their wards and 84 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.



3. REPORT OF STUDENT FEEDBACK ANALYSIS

The Students' Feedback on curriculum and teaching learning process at Parvatibai Chowgule 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 129 of Teachers (59 Arts, 70 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.

The following illustrations denote average ratings across departments.

The ratings ranged from 1 (strongly disagree) to 5 (strongly agree)

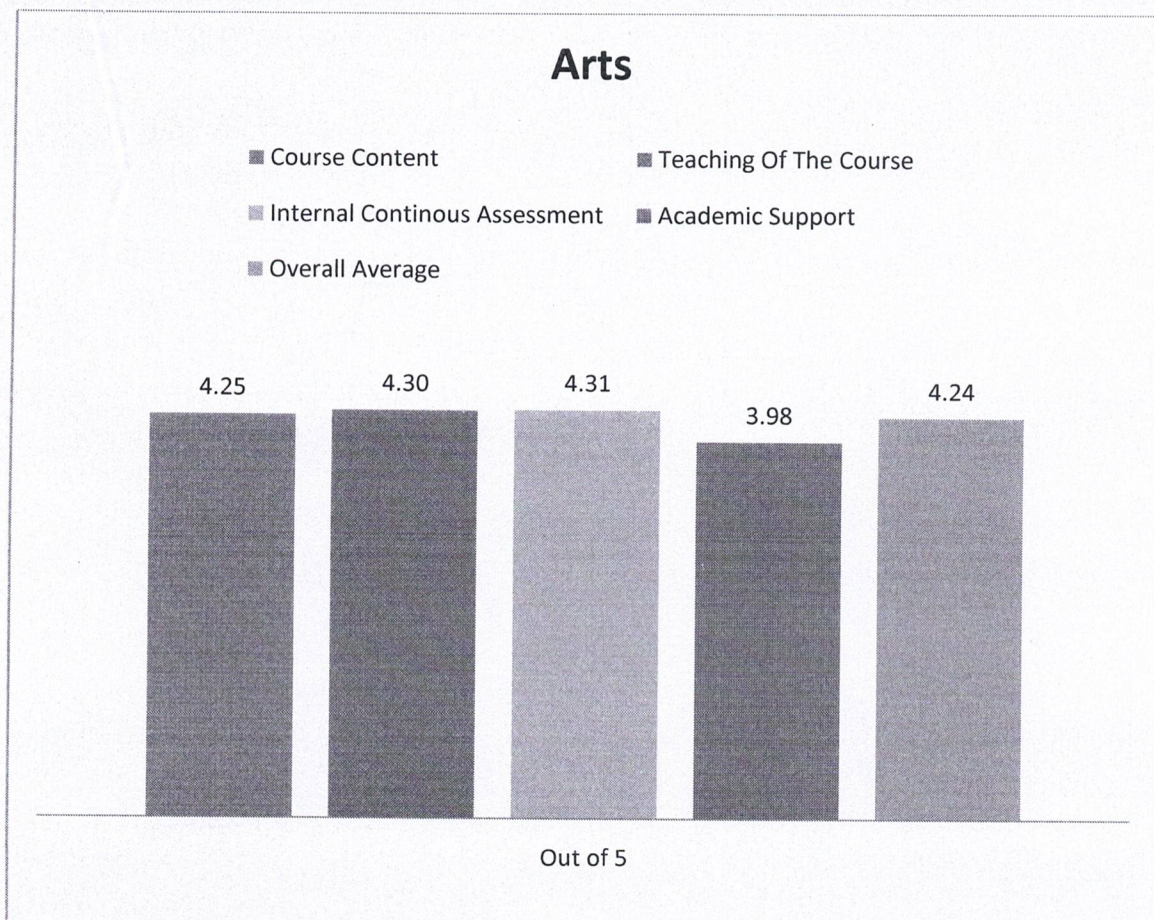


Figure 1.1. Evaluation Scores across parameters for Faculty of Arts



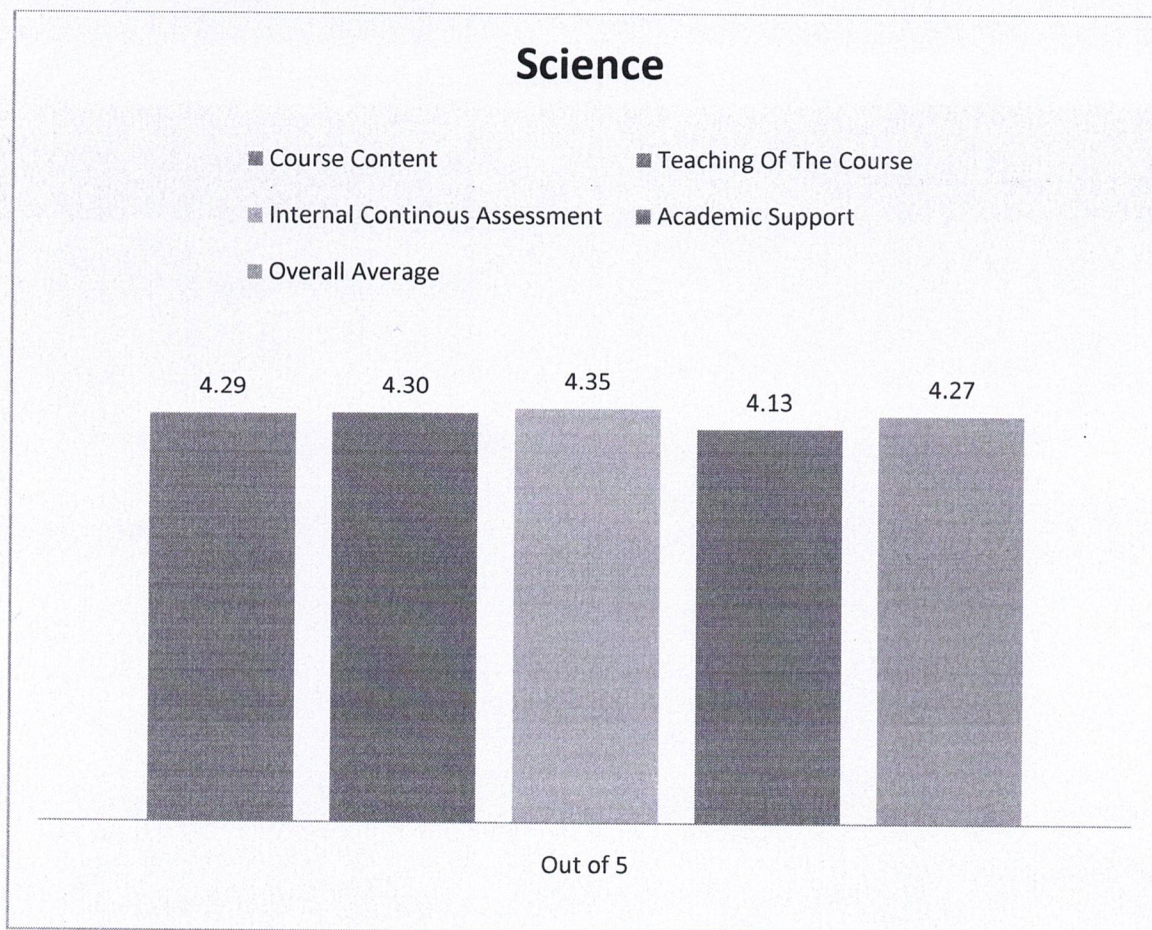


Figure 1.2. Evaluation Scores across parameters for Faculty of Science

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 and the internal assessments. Which had a total of 10 statements to which all the students gave the highest rating compared to any other parameter. i.e. 4.30 for Arts and Science (Teaching of the Course) and 4.31 (Arts) and 4.35 (Science) for Internal Evaluations.
3. The point number 1 and 2 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 4.25 for Arts and 4.29 for Science.



5. The feed pertaining to Academic Support showed an increase in the rating points as compared to the same parameter in the previous year with the scores of 3.98 for Arts and 4.13 for Science this was very encouraging as compared to 2020-21 which was 3.77 for Arts and 3.84 for Science. The reason for this could be attributed to the extra efforts by the teachers during the time of Pandemic to provide with the required academic support through online sources.

RECOMMENDATIONS

1. The feedback although favourable in all four parameters shows that there is scope for improvement in each of the parameter, a serious introspection on the need to improve academic support to the students in the quest of making the curriculum more enhancing and enriching bore fruits with an encouraging rating in the academic year 2021-22



4. REPORT OF TEACHERS FEEDBACK ANALYSIS

1. Report of the teacher's 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 and Teaching-Learning processes. It also provides us with valuable feedback of the teachers on the courses taught by them

AUDIT PROCESS:

- Course wise submission of duly filled Audit forms and Documentary evidences by Course faculty to the head of the department at the end of every semester. The audit forms 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.
- Audit Panel (comprising of Internal and External members) consolidated report indicating observations, examples of exemplary practice, noting of areas for improvement and suggestions was submitted to the Principal/IQAC.
- Presented in Academic council/Governing body.
- Conveying the report to the respective Head of the Department for necessary action for improvement.

The Audit form was converted in to a feedback form and the questions were as follows.

- 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).



1. Variance of contact hours prescribed by BOS and Contact hours actually engaged.

	Arts (B.A. / M. A.)	Science (B.Sc./M.Sc./P.G. Dip)
N (Responses by Teachers)	110	48
Average Variance of lectures (Allotted minus Taken)	2.08	0.71

Table 1.1: Variance of Contact hours

There was negligible variance in contact hours in both Arts and Science, whereby one is supposed to undertake a total of 60 hour. Which presents that the teachers did justice to the course content by engaging between 97 percent (Arts faculty) and 99 percent (Science faculty).

2. Weather all Modules/Units have been taught

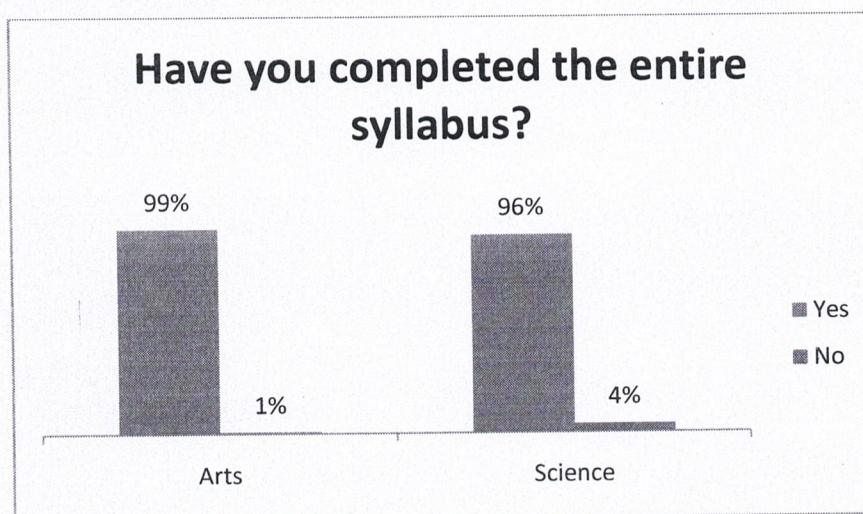


Figure 1.1. Completion of Syllabus

3.Number and type of resources provided

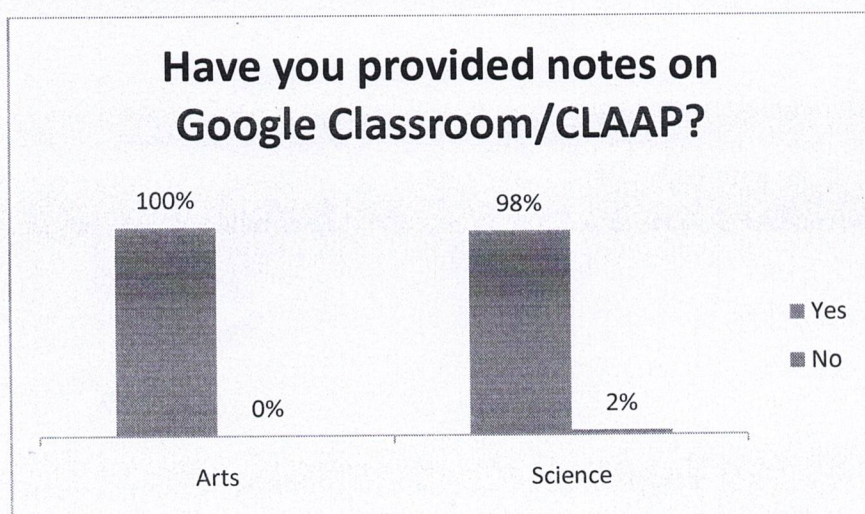


Figure 1.2: Reference notes on Google Classroom or Moodle/CLAAP

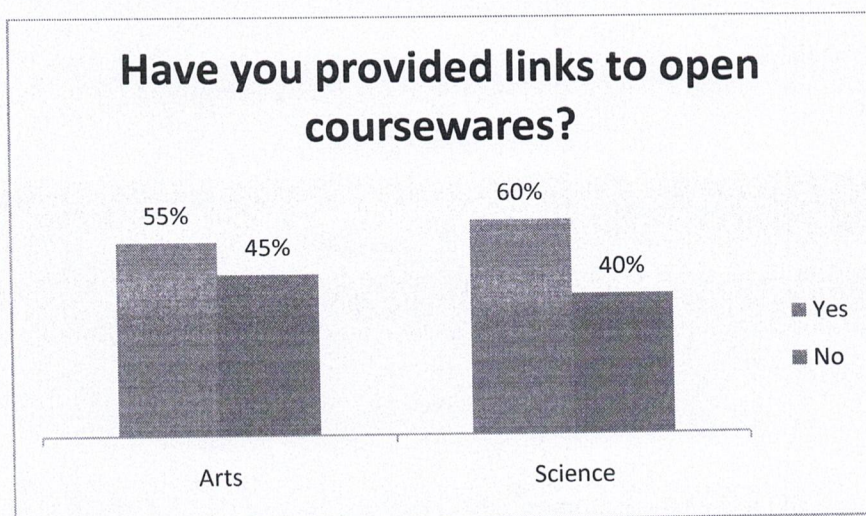


Figure 1.3: Links to open courseware on Google Classroom or Moodle/CLAAP



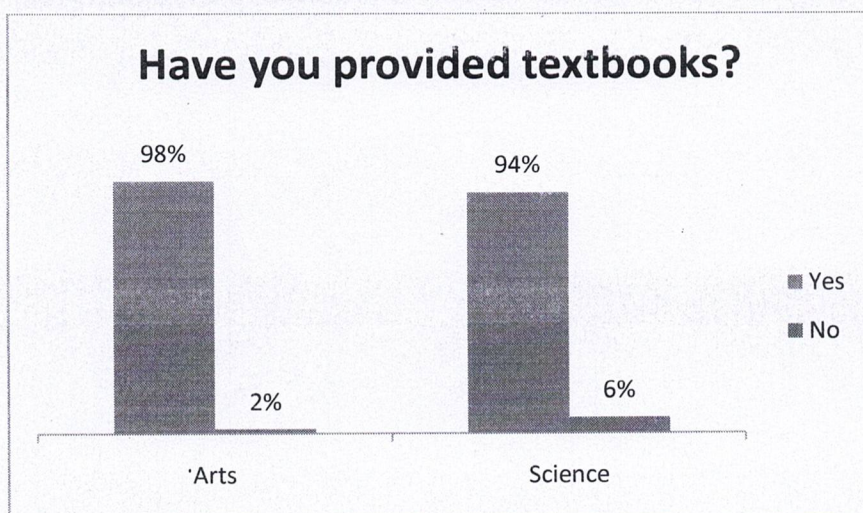


Figure 1.4: E-Textbooks/Other reference books on Google Classroom or Moodle/CLAAP

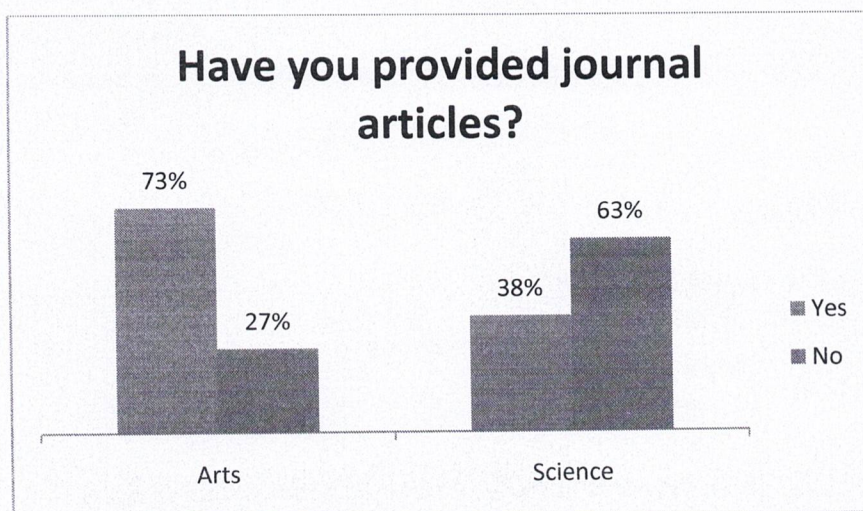


Figure 1.5: E-Journals/Other downloaded Journal Copies on Google Classroom or Moodle/CLAAP



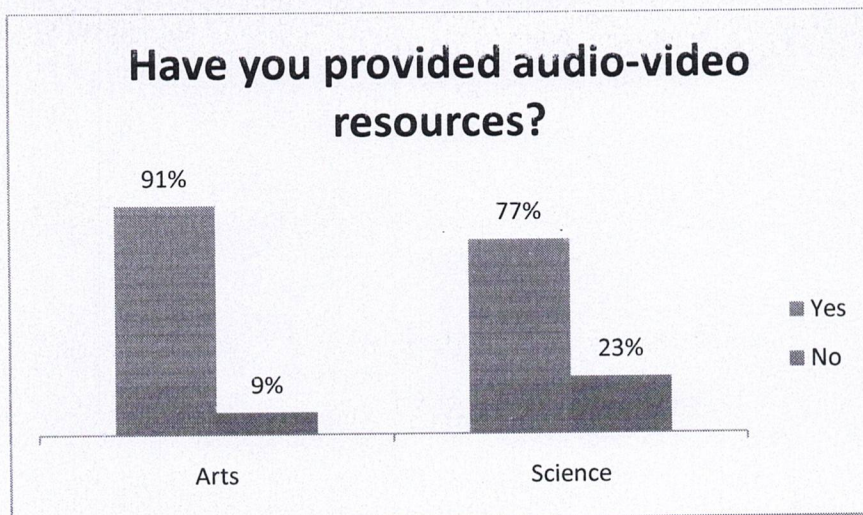


Figure 1.6: Audio-Video resources uploaded and links provided on Google Classroom or Moodle/CLAAP

The various figures i.e. 1.2, 1.3, 1.4, 1.5, 1.6 denote to us that the teachers use multiple resources and majority of the teachers are employing and using all five types of resources for the enrichment and delivery of the course content.

4.Number and Types of Methods used in Teaching learning.

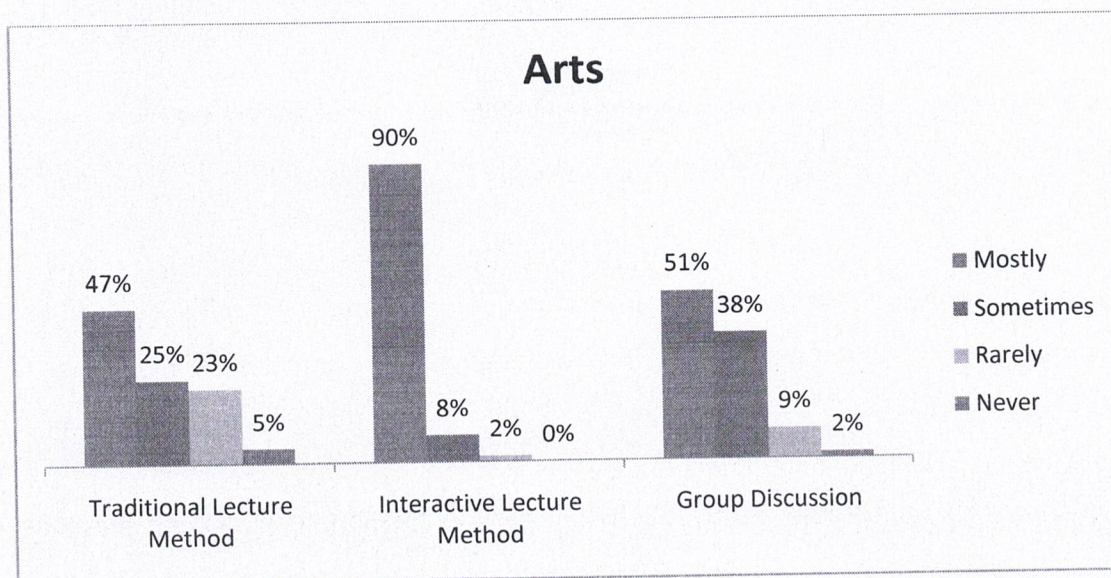


Figure 1.7: Types of Methods Arts -1



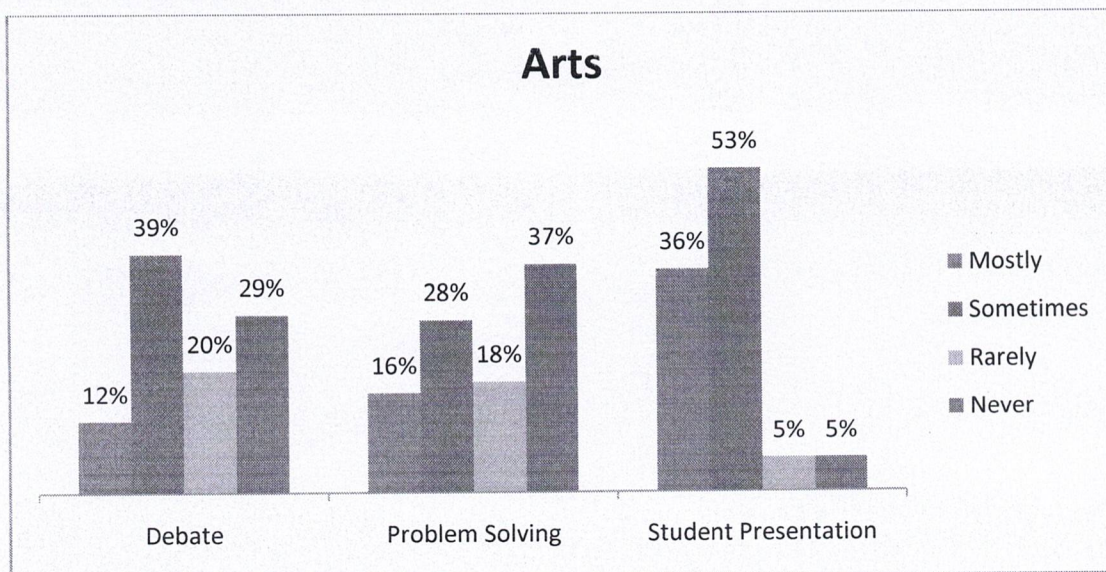


Figure 1.8. Types of Methods Arts-2

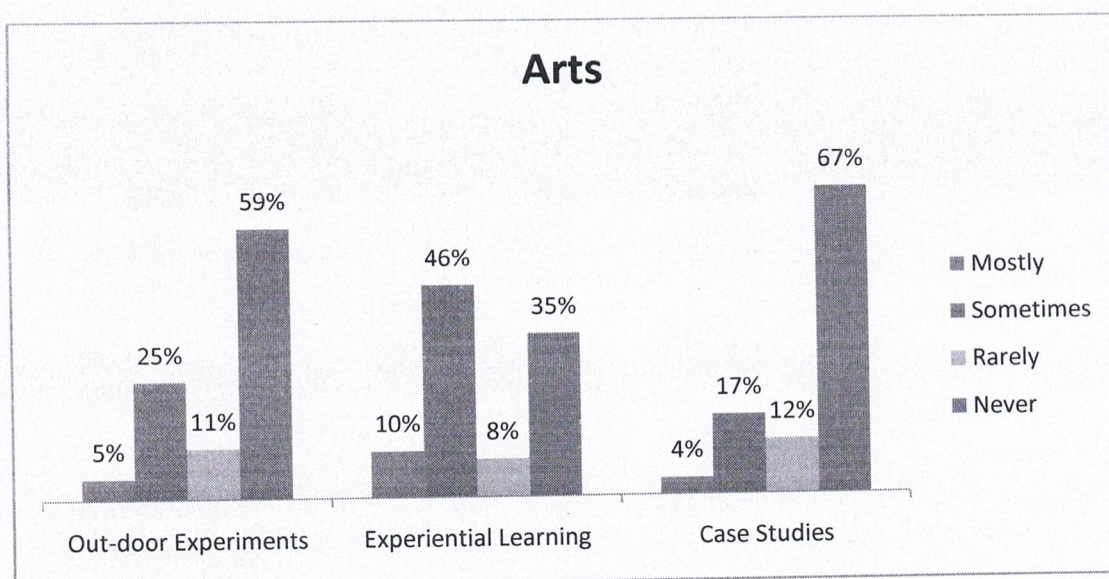


Figure 1.9. Types of Methods Arts-3



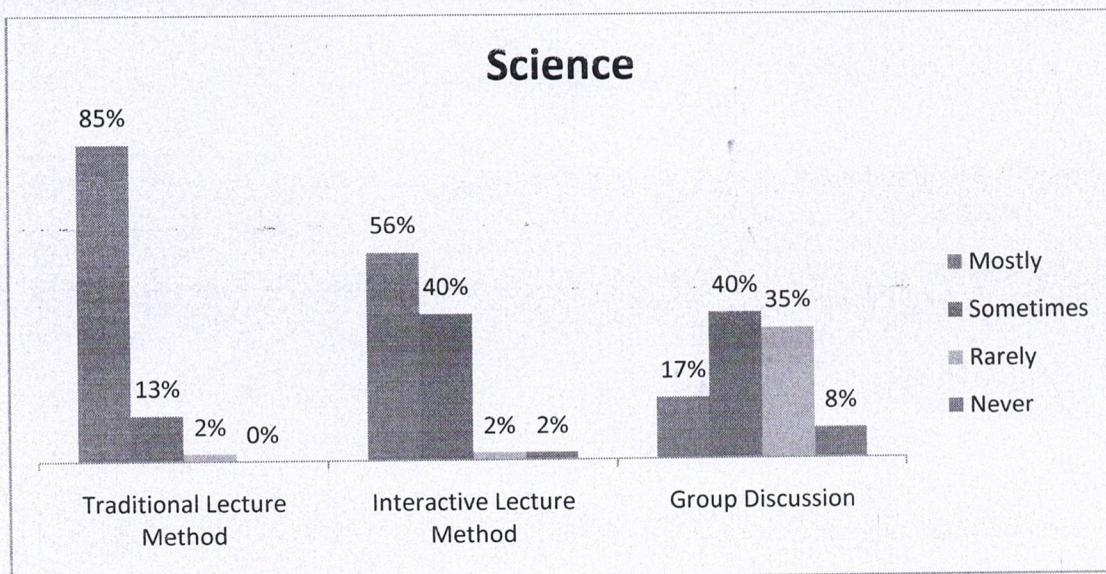


Figure 1.10. Types of Methods Science-1

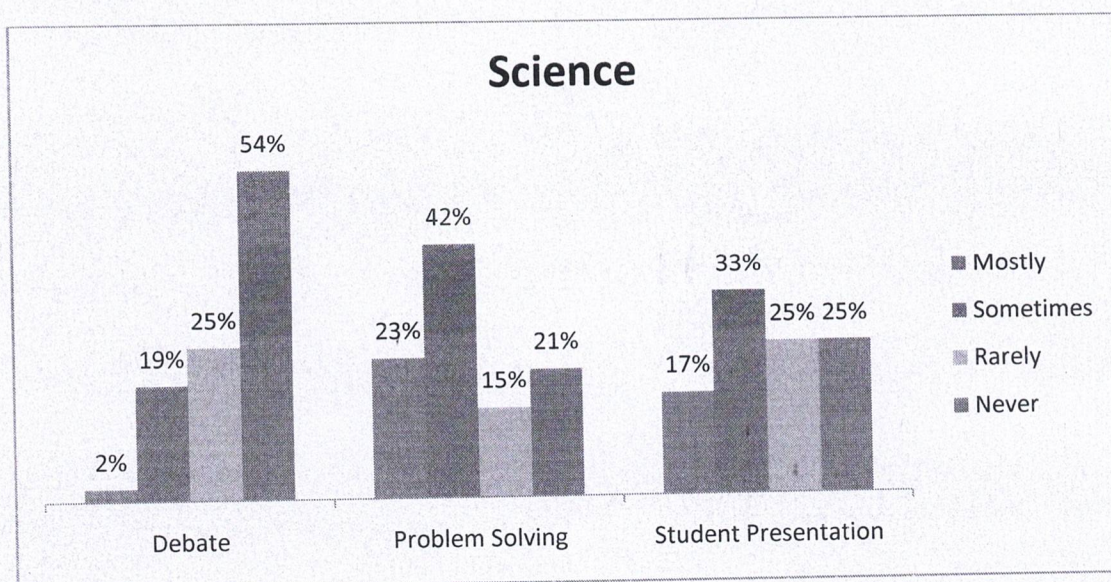


Figure 1.11. Types of Methods Science-2



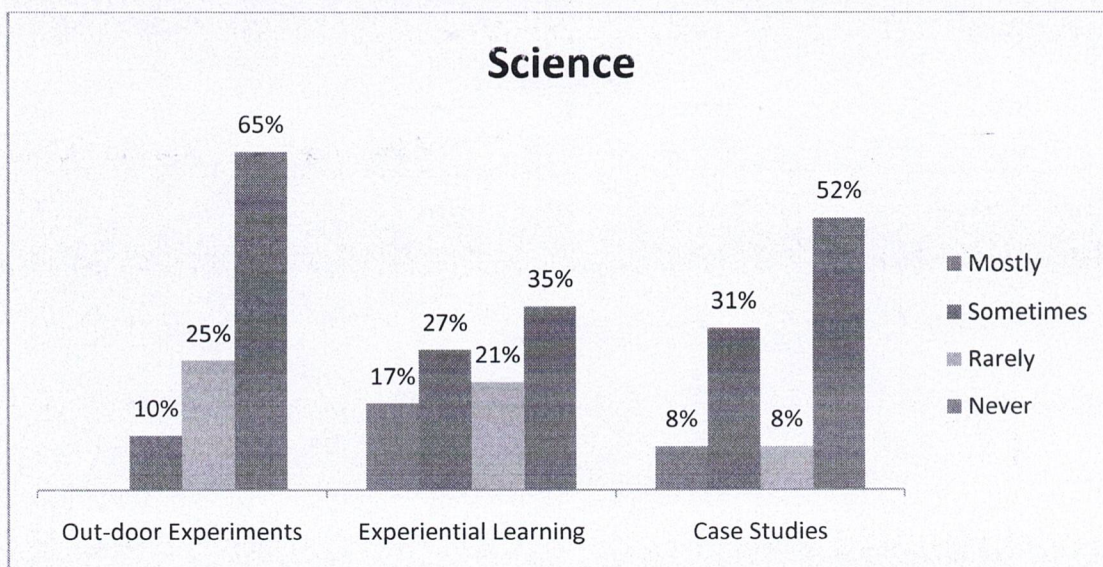


Figure 1.12. Types of Methods Science-3

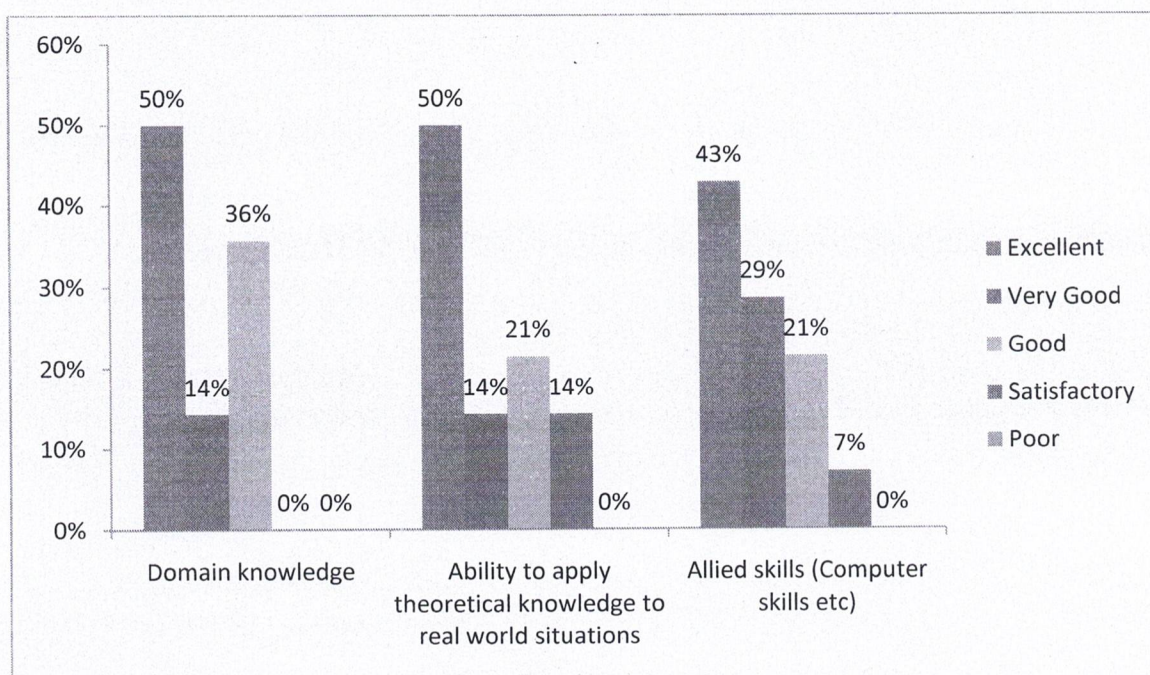
Summary of Teaching-Learning Methods

The type of teaching-learning pedagogies employed by the faculty of both Arts and Science reveal to us that although a majority of the teachers use the traditional lecture method or the Interactive Lecture Method, the faculty have been creative and considerate enough to understand the diverse needs and background of the students. The faculty have incorporated several teaching-learning pedagogies to fulfil the outcome of a given course. Based on the outcome of the given course the faculty have supplemented the traditional method with a number of Active and Progressive Student Centred methods i.e. Group Discussion, Debate, Problem Solving, Student Presentation, Out-Door experiments, Experiential learning and Case studies.

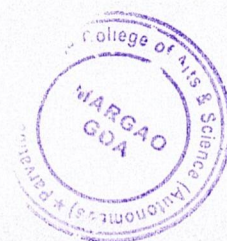
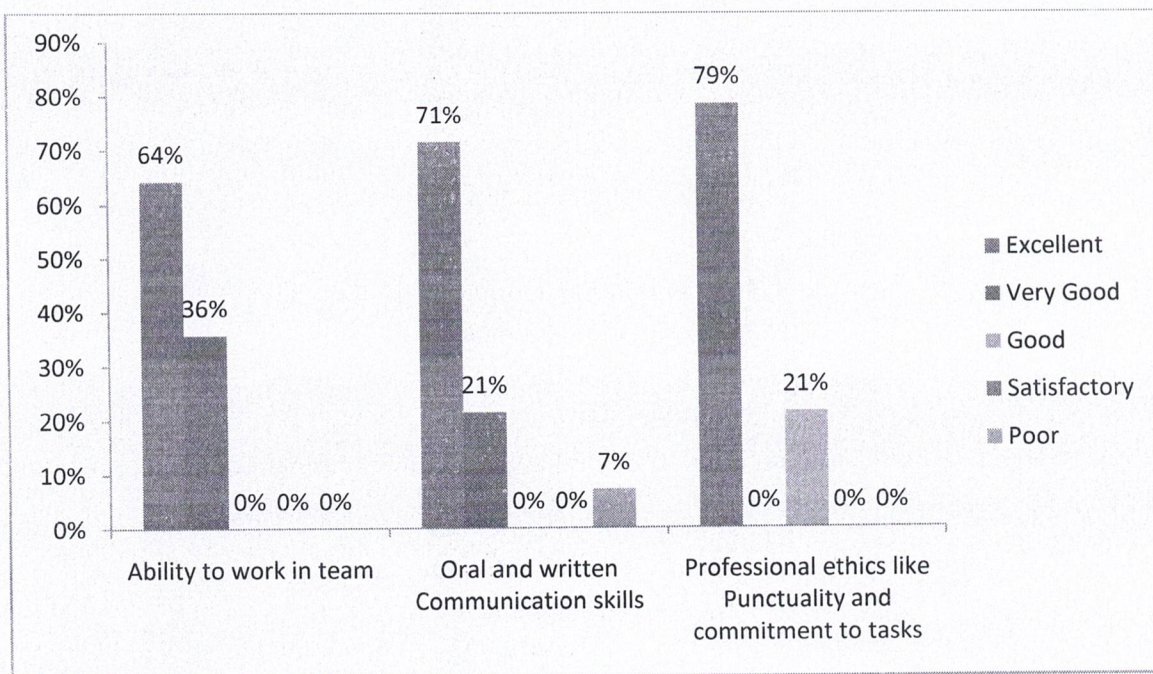
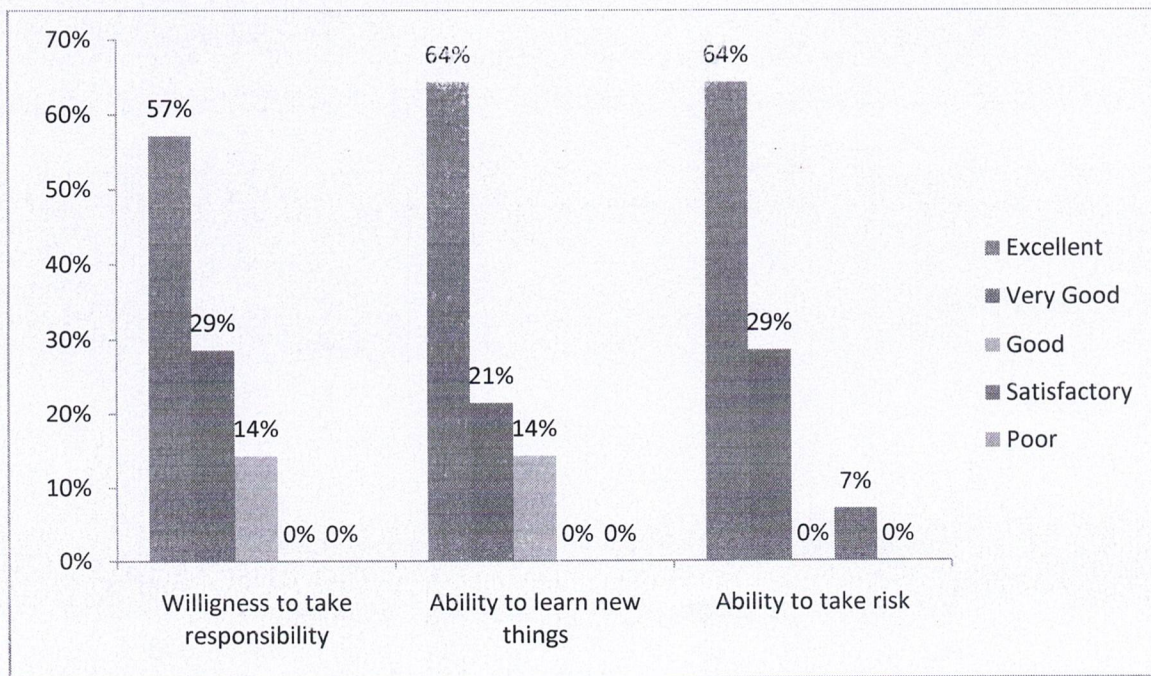


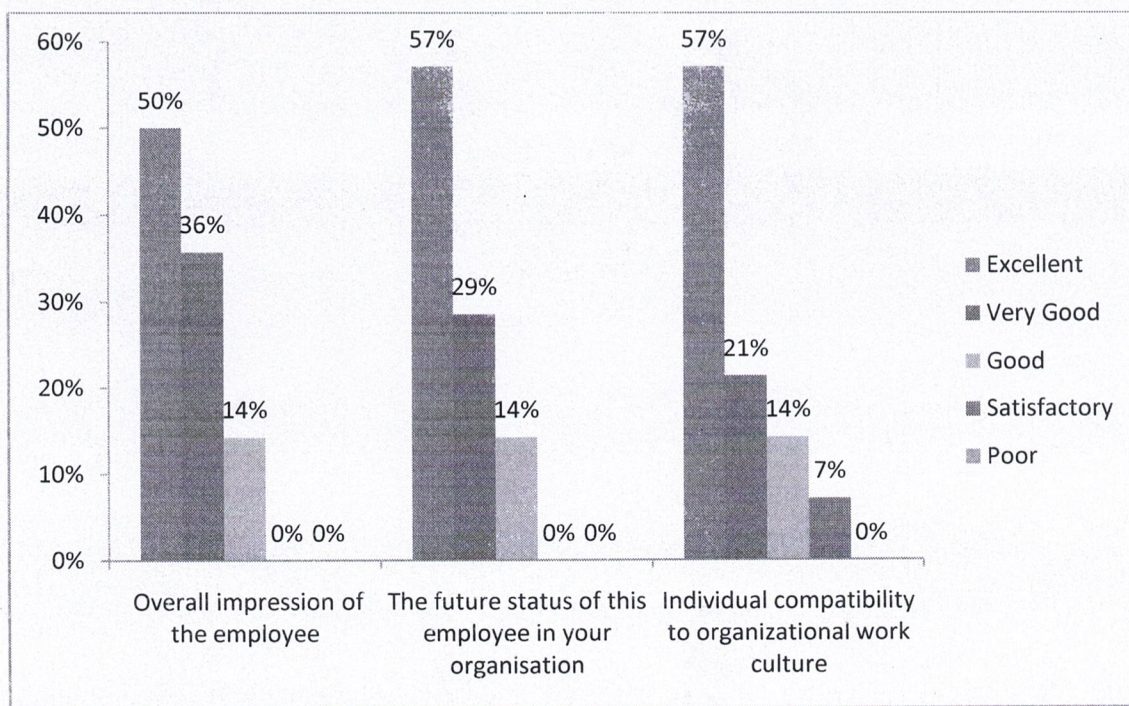
5. REPORT OF FEEDBACK ANALYSIS OF EMPLOYERS

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 Parvatibai Chowgule College of Arts and Science- Autonomous (PCCAS).



FEEDBACK ANALYSIS AND REPORT 2021-2022





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.

Shri V.C. Kumaresh

Shri V.C. Kumaresh
IQAC Coordinator

Ananya Das

Dr. Ananya Das
Officiating Principal

Dated: 06/12/2022

